LB 1027
.E43
Copy 1

PROJECTS
FOR THE
ELEMENTARY SCHOOLS

SAMPLE MATERIALS
FOR THE
KINDERGARTEN, FIRST, SECOND AND THIRD GRADES

Edited By
CHARLES H. ELLIOTT
and CHARLES S. CROW

Published by
STATE UNIVERSITY OF NEW JERSEY
New Brunswick, New Jersey

PROJECTS
FOR THE
ELEMENTARY SCHOOLS

SAMPLE MATERIALS
FOR THE
KINDERGARTEN, FIRST, SECOND AND THIRD GRADES

Edited By
CHARLES H. ELLIOTT
and CHARLES S. CROW

Published by
STATE UNIVERSITY OF NEW JERSEY
New Brunswick, New Jersey

These projects have been planned, developed and reported by those New Jersey teachers enrolled in the Extension Courses in the Project Method of Instruction.

Copyright, 1921, by Charles S. Crow
and Charles H. Elliott

JAN -7 1922

©CLA653149

Copies of this bulletin are sold at 25 cents each. They may be ordered from the Director of Extension Courses, Box 93, New Brunswick, New Jersey.

PREFACE

The sample projects included in this bulletin have been developed in our University Extension Courses in the Project Method of Instruction. These classes have been organized in various centers throughout the State during the past two school years.

Each teacher pursuing the course has been required to plan a project and with the permission of her supervisors, work it out in her class room. A full report of the undertaking of such scope as to be helpful to other teachers of the subject or grade has been rendered in each case. We are convinced that one method for bringing about intelligent progress in education consists in making available for teachers generally samples of the best work being done in the schools in the form of carefully prepared outlines and bibliographies, suggested sources of materials, standards of achievement, sample projects, and the like. We feel that the projects which follow do represent some of the best work now being attempted in the New Jersey schools.

The projects in this bulletin have been selected from a much larger list. It has been impossible to include all that have been submitted for these grades. Bulletins which include materials of instruction for Grades IV-VI and for the Junior and Senior High School will follow.

We desire to express our thanks to the county superintendents, city superintendents, principals, and presidents of teachers' organizations who have coöperated in the organization of our Extension Courses and who by their untiring efforts have contributed so much to making them a success.

THE EDITORS.

KINDERGARTEN PROJECTS

Applegates Farm

(*Columbus Kindergarten*)
Bessie Powner, Trenton, N. J.

Introduction

This project was worked out by the kindergarten children of the Columbus School during the school years—1918-1919, 1919-1920 —and 1920-1921. The same project was used each year but naturally different children were interested in different phases of it. The project was such a far reaching one that it continued throughout the entire year, almost all our other smaller projects working out under the general topic "Applegate's Farm."

Situation

In order to carry out profitably a large farm project, it was first necessary to know a great deal about a farm; so our first problem was to see a farm. We planned to live on a farm for an entire day, so due to the kindness of Commissioner Page, Mr. Plant and Mr. DeBlois in putting automobiles at our service for the day, we packed about one hundred four and five year old children into the machines at 9 A. M. and traveled to Mr. J. C. Applegate's farm near Princeton, N. J.

There we saw everything to be found on a large up-to-date farm: The house and the family; stables and horses; barns, cows, calves; pig stye and pigs (all ages); sheep barn and sheep; chicken coops and chickens; pigeon houses and pigeons; duck houses and ducks; dog kennel and dog; rabbit houses and rabbits; ice house; machinery house, machinery and tractors; (a few of which we saw at work); carriage house and wagons; corn cribs; garage; milk house; potato, pumpkin and apple storage bins.

One of the interesting activities was following the brook, which led us to a few bridges and a quarry with a house near by which had been built with stone from the quarry. We also saw the hay loader at work in the fields and the hay wagon unloaded at the barn with the hay fork. The play on the straw stacks was very pleasant; and it is hard to tell who enjoyed all these things most, the pupils or the teachers.

After a wonderful sight-seeing pleasure seeking day we returned to the school at five in the afternoon.

Needless to say we were all full of farm and had plenty of ideas to express and work out during the entire year. I cannot tell in detail all of the projects but will list a few of them with some of the details.

A Farm of Our Own.

Activities

The project we tried first was a miniature farm principally made up of buildings and toy animals.

Later we had a project called "The Barns." These barns were built with the large Hill blocks and separated into horse stalls and cow barns—the second floor was divided into hay loft—feed rooms and pigeon house. We also had the calf stalls and the potato cellar. Then toy horses, cows, pigeons, etc., were put into their stalls, feed bags were made and filled with different kinds of grain, some of which the teacher supplied, some the children supplied, and some were bought of the J. E. Stevenson Company.

We had an interesting time making feed bags. Our bags were sewed by our four year old children with cheese cloth, because it happened to be the only available goods we had. We, the teachers, were perfectly satisfied with the result but the children were not.

They insisted on different bags, just like those we saw on the farm, so burlap was bought and new bags were made and piled in the feed rooms.

Construction Work with the Hill Blocks

(I may add that the Hill blocks, to which I refer, are large so that the houses may be made big enough for a child to get into. They are adequate for all kinds of building work).

Later we played carting the grain into town and selling it—just as we had seen it done at the J. E. Stevenson's Company. This selling of our things led on to our "Red Cross Fair" project.

This was a very interesting little project lasting only a few days. Our class was supposed to raise about five dollars for the Red Cross. At first this seemed a puzzling problem; but one child, remembering our trip to Stevenson's, thought of selling something. What could we sell? Of course, we had some very wild suggestions, but it was finally decided to sell apples, candied apples, apple-sauce, sandwiches, lemonade, and peanut brittle. Then we cooked for two or three days, most of the things being supplied by the children, and some of the apples being bought at the farm. Next came the problems of decorating the room, of naming our performance, of appointing clerks to sell, and of advertising. More wild suggestions! Finally it was decided to write an invitation to different classes in our school to come to our "Red Cross Fair" on different days. Our booths were built and decorated and signs were made such as "Red Cross Fair" 1c. Candied Apple, 5c, Lemonade 2c. The signs were printed with the printing press. Needless to say we easily made our five dollars, for we had many children who visited our fair because of their curiosity to see what we could do. Our own children (five year olds by the way) took entire care of the booths, selling and making change.

"Sammie and Susie Littletail"

"Sammie and Susie Littletail" was a most enjoyable rabbit project. We had been reading the book called "Sammie and Susie Littletail" by Garis, the first of a series of books for children. (I might mention here that this is a very excellent series for the five year old children). We read one or two chapters each day before the children went home, each chapter being a complete story and yet telling just enough of the succeeding chapter to encourage interest in the next story. The children learn much of the life history of the animals from these story books, whether it be Sammie and Susie Little-

tail, Johnny and Billy Bushytail, Curly and Floppy Twistytail, Jackie and Kittie Kat, or any other of the books in this series.

At the time we were reading the first book in this series, we had two real rabbits in school, so of course they were named Sammie and Susie. A house and yard were made for them and they were fed. A sign was made over the house with letter blocks, RABBITS. The children found the blocks by comparing the letters with the printed word they had asked us to make. A short time later we had two rabbit dolls and they were at once christened Sammie and Susie. The children wanted their names on them, so a belt was suggested for Sammie and a sash for Susie. These were made and the names printed on them. Then Alex. said "I don't know my name" so Marie said "I guess you better have a belt too." Eventually belts were made for all the children and their names were printed on them. Each morning as the children came to school they would hunt out their own belts, tie them on, and wear them all day. In three days the children, with only two exceptions, could recognize their names from the belt or from the name cards which were made the second day.

The children were made very happy one day when they were wearing their belts. Our newly appointed Dr. Farley, came to examine teeth and of course didn't know our children and they didn't know him, but O My! weren't they joyful when he looked at their belts and then at them and said "Well Lucy, how are you today?"

This project was the beginning of our reading, and every project afterward had its reading charts as suggested by the children, whether the project was "The House," "The Bridge" or a story such as "The Three Bears" or "Billy Boy."

Another very pretty and interesting project was "The Brook" project. On the farm we saw an ice pond and the apparatus for lifting pieces of ice into the ice house. This was intensely interesting to Clifford especially because "Isn't my Pop an ice man?" We simply had to have a pond. The first problem was to find a suitable place to put it; and it had to be something that would hold water. After many suggestions, we decided to try the sand table. Wonderful! for about fine minutes, then we had a regular flood for the table leaked. We had almost given up the idea of the pond when Clifford had another bright idea: "Get the plumber and let him mend the table." Money was scarce, so we decided to use plasticine, which worked beautifully when pushed into the cracks. Then more water was added. Stones were gathered and put along the

sides of the pond. Later it was suggested that we have flowers growing along the edges of the pond and as we had some narcissus bulbs growing in stones and water in baskets, bulbs were suggested, so we took a trip to see Mr. Fink, the florist, and bought some and planted them. These looked very pretty when blooming.

Later a bridge and wharf were built by the boys from old boxes which they brought from home, also a little house for the bridge tender. These were all painted red. Then boats were built with spools for smoke stacks and the little girls dressed little penny dolls to ride in the boats. I must also mention that we simply had to have fish and after several attempts to get minnows and tadpoles, we were obliged to be satisfied with gold fish. They, however, looked very pretty swimming in the water and hiding under the bridge. One day to my "teacherish" horror I turned to see a little boy with the watering can held high in the air sprinkling all over the pond and of course some on the floor and when I asked him what he was doing that for; he said "O nothing! It's just starting to rain." Well I never saw such excitement for a few minutes for weren't the penny dolls out in the rain with their best clothes on? These were hurriedly snatched out of the rain and bathing suits and umbrellas were very quickly made and the dolls were allowed to go out riding again even though it was raining.

During the year we had many other farm projects such as "The Farm House," "The Store," "The Corn Cribs," and "The Family."

"The Family"

I must tell a little about this family project. After having built Applegate's house and furnished it, it was decided that we must make our family. This at first seemed quite a problem, but some one suggested that we could make our dolls like the rabbit dolls. This was a splendid idea so material (turkish toweling) was bought and pieces were cut for the head and body; separate pieces were cut for arms and legs. These were over-casted along the edges, turned inside out and stuffed with small snips of goods snipped by the smaller children. Later, the arms and legs were sewed to the body. Hair was also added to two of the dolls. The rest are totally bald. Later these were dressed in wonderful clothes. You will please notice that the father of this family is lavishly garbed in bright blue velvet. His trousers were made one leg at a time the seams on each side of the leg, and a space was left unsewed on one side for a pocket—a handkerchief is pushed into the pocket. Taken all together this is a most wonderful family.

Our manual training teacher is now working with us on a "Swing" project. The sixth grade boys are building us a garden swing and our little children are making cretonne cushions for it. As soon as this project is finished I will try to get a few photographs of it. The cretonne cushions will match the other cushions that our children made for the window seat.

We have been trying to work out a dove project but have not been entirely successful with it. Of course we have built many cages for our birds and our children have learned to care for them. The doves are very pleasant company for us and look very pretty too, flying about the room, and eating from the children's hands.

In each project we allow the children to suggest the "what to make" and "how to make it," as far as possible, only stepping in when necessary, showing pictures and picture books to help solve their problems.

Results

This project provided interest throughout the year, gave the children a greater knowledge of how we live, and of the productive values of the farm. They gained many facts concerning the life habits of the farm animals. The manual skill which was gained through the manipulation of building blocks, modelling, cooking, sewing, planting, and working with wood was worth while in quality and amount.

This project provided for reading which is most valuable. It also developed a good sense of judgment for poor work was not accepted by the children. It was purposeful, whole-hearted activity with quantities of happiness and joy.

The Wind's Work (Kindergarten)

Emilie Eicke, School No. 5, West Hoboken, N. J.

Situation

One very windy morning in March, the children of the Kindergarten came with the remark, that the wind was very cold, and blowing so hard that they could hardly keep on their hats. This was taken as a starting point, and led to a discussion of what the wind does and how busy it is. The children mentioned what they had seen on the way to school; clothes blowing on the line, trees swaying, dust

and paper blowing about the streets, hats blowing and rolling around and flags waving. A little boy said, "It helps to make the boats go."

Activities

When asked what they would like to do, the children said, "May we make a picture with paper and crayons?" The results were very crude, some drawing trees, hats, ships and a flag. Two children asked to go to the board and they drew a tree bending in the wind, and clothes blowing on the line.

We were then ready to see how the wind plays with the children, helping them to fly kites, sail balloons, and boats, and turn pinwheels. All were anxious to make one of these toys, so we distributed colored papers and made pinwheels, which we fastened to the window sill. They had nothing to take home with which to play, so we made kites, with tails and strings, and the children had a fine time playing with them in the room. The children listened to Stevenson's poem, "The Wind." One child remarked, "I wish we could make other things." He was told it was dismissal time, but the following day, we would continue our work. Many asked, "May we make sail boats?"

The next day all were eager to go to work. The children were given practice paper and scissors, but the majority found the problem a difficult one. Then we decided that the teacher should show them how to make a boat. Each child was given a square of 5″x5″ colored paper, which was cut on a diagonal. One half was cut for the bottom of the boat, and the other half was used for the sail. The children were allowed to follow their own plan for cutting the sails and arranging them. These were mounted on bogus paper and crayon was used to color the water.

This project also offered an opportunity for picture study. A picture entitled "The Busy Wind," was shown and a song illustrating it, sung. The song is found in "Songs of a Little Child's Day." by Poulson and Smith:

"The wind blows low,
The wind blows high, and sings,
A worker strong am I,
I sway the tree-tops to and fro,
I dry the clothes as I blow, blow, blow."

A prominent feature of the picture was the clothes on the line. Peg boards, pegs, string and paper were distributed. The children

placed pegs around the board for a fence and erected poles in the yard to which they tied the line. They tore the garments from paper and hung them on the line.

Our next problem to be solved was the construction of a windmill. Each child received two pieces of construction paper, 9"x9" and 3"x9", paper fastener, scissors and paste. The teacher gave directions for the first steps. The large sheet was folded in the center and the edges to the center. It was folded and pasted to form a triangular prism. The children were allowed free play. They cut a door and window. The 3"x9" strip was folded lengthwise and cut, placed together in the center and fastened to the main part of the windmill. The children were delighted, for they had a windmill that could stand, with arms that would turn when placed in the wind. The little ones found the fastening a hard problem, and were given assistance.

Our last problem was to illustrate the work of the wind in the sand table. This gave an excellent chance for coöperative work. Boxes of blocks, paper, paste, scissors and fasteners were distributed. The best results were placed on the sand table, so the children were eager to do the work. They arranged a house and garden in one corner, using pussywillow twigs for trees. A clothes line was placed at the rear of the house and clothes cut from paper were fastened on the line. One child made a windmill, a copy of one we had made the day before. Another made a bridge using blocks; another cut sailboats and pasted them on oblong blocks so they would stand; a kite was hung on a tree. Some of the children cut houses of paper and placed them in the sand.

During the rhythm and game periods, we played with pin wheels and kites, acted as "windmills," and carried imaginary balloons. Suitable music was used for each rhythm.

Results

This project gave an opportunity for oral reproduction, creative and construction work. The children used blocks, sticks, tablets, and peg boards as a medium for expression. They built houses, bridges, made pictures of kites, boats, trees, clothes, and pictured different activities we had talked about.

The children felt they were conducting the work and that it was all their own. The work was of a very simple nature, but this gave even the very small children, a chance to take part, and enjoy the working out of the project.

FIRST GRADE MATERIALS

The Post Office (First Grade)

Anna R. Reynolds, Jefferson School, Trenton, N. J.

Purposing

The following project presents one unit in which the social experience of first grade children expressed itself through oral and written language, reading, spelling, number, drawing, representative play and constructive activity. The problem arose primarily out of informal talks with the children on the "The Father's Occupation" as a subtopic to the general subject "The Home." As we have been in the habit of taking an excursion before beginning to work on a project, the children immediately suggested that we visit the Post Office. On our return they decided to convert the Red Cross booth into a post office.

Activities

The shelves inside the Red Cross booth were divided into six parts by using strawboard, paper fasteners and thumb tacks. We called these our letter boxes. Each box had a number and a little door. We used automobile glass for the doors. Then there was the Parcel Post, Thrift and War Savings Stamps, Registered Letter, Money Order and Postage Stamp Departments.

How it Motivated the Subjects of the Curriculum

1. Reading.

Short stories were composed by the children illustrating experiences on our walk to the post office, the story of "Our Post Office" and the story of a letter. These stories were put on charts, then into booklets by the children. Each child had one. After being illustrated and put into booklet form the best ones were added to our library. Bulletin board notices in connection with the work were posted for silent reading purposes. Directions were printed on the board from time to time.

2. Language.

Discussions in connection with the preparation were;

1. How shall we make our letter boxes?
2. What shall we have on sale in our post office?
3. How shall we make the stamps and envelopes?
4. Whom shall we need to work in our post office?

5. How shall they be chosen? (Considered candidates). Elected a person for no other reason than his fitness for the position.
6. How shall we address a customer in reply to a question asked? (Emphasized courtesy).
7. What will the postman need?
8. How shall we make them?
9. Where in our room shall we place the mail box?
10. How shall we construct it?
11. How shall people know what this is? (Walked to see a mail box and observed the word "letters" and U. S. M.)
12. How shall letters and postal cards be stamped and addressed in order to reach their destination?
13. What is the proper way to begin and end a letter? (Brought out the form of heading, salutation, body of letter, complimentary close, signature, etc.
14. Criticisms, both favorable and unfavorable were given by children and teacher for the performance of duties and responsibilities assigned and executed.
15. Summing up each day what has been accomplished and what needs to be done on the next day. How can it best be done?

3. Printing, writing and spelling.

When the question "How do people know what this is?" (Post Office Structure) was asked, the making of signs was started by some of the workers. Copies of the words, "Parcel Post," etc., were printed on the board. Numbers were printed on small pieces of paper to be pasted on the doors of the letter boxes (used printing press). Addressed parcel post packages were sent. Simple invitations to social functions and little notes to sick friends were composed by the children and sent. Each child wrote what he wished, but all followed the regular form for letter writing. An entry was made for the diary each day. (Simply one or two short sentences summing up the day's work). These were used for reading as well.

4. Art.

Blackboard drawing was a direct outgrowth of the subject. The post office, the postman wearing his hat and carrying his bag, parcel post windows and postal scales were drawn on the board. Suggestive pictures of the story were drawn on the reading booklets. Easter and birthday cards were made. The children drew stamps and colored them red, green and purple.

The children were shown that invitations and letters should present a neat and orderly arrangement.

5. Number.

Progress was made in number by keeping account of possible expenses incurred, and the making of toy money. The playing of post office, selling stamps, envelopes, weighing parcel post packages, and making change, all engaged their interest. Securing information about first and second class mail and the difference in price proved a profitable topic.

The nomination and election of a Post Master, a Parcel Post Clerk, a Thrift and War Savings Clerk, etc., was carried out by the children themselves.

6. Constructive activity.

The construction of letter boxes, postman's hats, bags, envelopes and mail boxes were undertaken. Clothes were made for "Ruth Jefferson" (class doll) sweaters, hats and scarfs were knitted. These were sent by parcel post. Birthday gifts were made and sent by parcel post.

Habits Acquired Through the Activities Connected with the Work

I feel that this project has been worth while in that it has developed certain habits, such as, cleanliness and orderliness. Materials were put away in a neat and orderly way. Each child did his part to clean up when through working. Habits of clear and purposeful thinking were developed. The children initiated their own projects and selected the means for carrying them forward with suggestions from the teacher, the child being free to accept or reject. Habits of thrift were developed. As children faced problems of their own making, concentration and stability of purpose developed; and, as interest and pleasure grew keener, they could remain for much longer periods at their chosen occupations. The work was a delight, and the joy of successful effort became an incentive to further activity. Habits of honesty and truthfulness were developed; also self control and initiative. The Postmaster seemed to direct the activities of the group toward useful ends, without bossing. Habits of courtesy and consideration were practiced. The children learned to close the door quietly. They worked with materials without making unnecessary noise. People were greeted kindly. They waited quietly in turn at the parcel post window. They laughed and talked quietly. They asked to be excused when passing in front of others

and picked up things dropped by another, etc. The children participated with keen interest in group activities and seemed to enjoy working and playing with others.

Early Life in America (First Grade)

Alta M. Prey, Garfield School, Kearny, N. J.

Aims

The teacher's aims were:

To give the children a lively interest in coming to school.

To lead to a spirit of gratitude in keeping with Thanksgiving.

To lead the child to observe and appreciate nature.

To lead to an appreciation of beautiful thought expressed in poetry and music.

To give ethical lessons in kindness to birds, animals and to each other.

To give the children an appreciation of home conditions of the present time compared to those of primitive man and of early settlers in America.

The children's aims were:

The making of an Indian head dress.

The planning for, and arranging of an Indian Village in the sand table.

The representation of the coming of the Pilgrims, in the sand table.

The preparation for, and celebration of, the Thanksgiving party.

Situation

In October the story of Columbus was told, and that was the related experience from which the project started. By means of a few questions the story was recalled. Also the fact that Indians were found living here. Pictures of Indians were shown and talks relating to their life and customs, methods of obtaining food and clothing, and means of transportation and communication were given. In this way we learned that the Indians have dark skin and black hair, that they paint their faces, decorate themselves with feathers, live in wigwams, use canoes, hunt with the bow and arrow and many other things.

Activities

A picture of a wigwam was drawn on the board and the children wanted to make pictures of wigwams. They were given the choice of one color to use with brown. Later, in making a picture of an Indian, a free choice of color was given. The observation of

pictures led the children to a desire to make Indian head dresses and this was our first real project.

The question of materials was talked over and it was decided to use a long strip of paper for the band and colored papers for feathers. The teacher made a head dress before the class using the colored snips cut from the feathers to decorate the band. Materials were then given to the children and they made their head dresses. These were worn during game periods and on special occasions till they were taken home by the children after the Thanksgiving party. The question of how the Indians obtained feathers was discussed. Feathers were shown and their beauty noted. The "real" feather idea appealed to the children's imagination and some of them came with feathers, asking for bands to put them in. The children who had feathers shared with those who had none till each child in the class had a head dress.

At this "stage of the game" Mr. Allison, of the Physical Training Department, was invited to give us some suggestions for an Indian dance. He took charge of the class and went through an Indian dance with the children much to their delight. We also learned Indian songs and games.

John's older brother had made him a bow and arrow and showed us how to shoot with it. Selections from the story of Hiawatha's childhood were given and pictures were shown. Dorothy's papoose doll illustrated the Indian baby's cradle and we learned the lullaby Nokomis sang to the little Hiawatha.

"Ewa-yea! My little owlet!
Who is this that lights the wigwam?
With his great eyes lights the wigwam?
Ewa-yea! My little owlet!"

The story of Hiawatha led to the suggestion that we build an Indian village in the sand table. Some of the problems to be solved were: How to represent the "Big sea water": How to build the wigwams: How to represent the forest: How to make canoes, and Indians. The water was represented by pushing the sand to one end of the sand table. Materials that the Indians used in making their wigwams were discussed. What can we use? What would be better than paper? Cloth was suggested and volunteers were called for to bring some. Two boys responded, Billy with a piece of brown cloth and James with a small piece of oil cloth. What did the Indians use to hold up their wigwams? How shall we get trees? How shall

we get poles? What grew behind the wigwam? An out of door walk was planned to find trees and poles. On our return from the walk each child put his tree in the sand table and Billy and James, with some assistance, set up their wigwams.

What else do we need in our Indian village was the question the next morning, which brought the vigorous answer "Indians!" How shall we make them? Different materials were suggested and Plasticine decided on as being the best. "Only strong Indians that can stand up" was suggestion enough to bring a result that was satisfactory. The strong Indians were placed in the sand table. At another time canoes were made of the same material and a few were placed in the sand table for a short time.

"The Coming of the Pilgrims" was introduced by a few questions: When Columbus returned to his own country and told the people there of this beautiful country, some of them wanted to come. Among those who came, were the Pilgrims. A simple story of their coming was given, describing their voyage on the Mayflower; the landing at Plymouth; the building of the first large house; then smaller ones for each family; the hard winter, the friendly Indians, the favorable summer and harvest leading up to the first Thanksgiving and its celebration.

To show this in the sand table necessitated moving the Indians back into the forest. This accomplished, the next step was to make the Pilgrim settlement. After discussion as to what was needed, the "Mayflower" and houses were made of clay. A card board house was used to represent the first large house. Some boys brought stones for the "rocky shore" and "Plymouth rock." The Pilgrims were represented by figures cut from post cards. A little china dog was contributed by James.

A discussion of what would be needed for the Thanksgiving table brought the suggestion of plates and napkins. Suitable decoration for these articles had to be decided upon. Dishes with dainty borders and paper napkins decorated with flowers were looked at. Green and yellow colors were chosen and the plates and napkins were decorated. (Paper towels were used for the napkins). The table was then arranged for the party to be held in the afternoon. At the party some of the children were dressed to represent Pilgrims; the others wore their Indian head dresses and beads and represented Indians. We visited the Kindergarten and first grade classes where "give and take" concerts were given. The party in our own room followed, the children sitting at the table which they had arranged in the morning. Pop corn and apples were served.

Though the historical significance of the day was emphasized, the social and spiritual meanings were not neglected. The idea of Thanksgiving was associated with various things for which a child should be thankful leading back to God, the giver of all good things. The Thanksgiving poem by Ralph Waldo Emerson was given in this connection and the poem, "Over the River and Through the Woods" emphasized the social side of Thanksgiving.

Results and Values

The problems that arose gave opportunity for art expression, constructive activity, development of ideas of number, oral expression and dramatic expression through games. The child gained a training in association of ideas, a growth in imagination and dramatic representation, enlarged sympathies and a feeling of responsibility in his social relations. The art work gave opportunity for free use of color and arrangement and through working with materials, the child gained better control of them, leading to better expression. The manual work gave the child opportunity to handle materials and become familiar with them. The ability to work with others toward a common end was developed. The games furnished opportunity for training in social coöperation and developed a better control of the body. An appreciation for good literature was developed through the use of it. Music made the work more interesting and the child's sense of rhythm was developed.

References

A Primary History of the United States — Barnes.

Longfellow's Hiawatha — Hiawatha's Childhood.
" Chickens.
" Brothers.
" Hunting.

History for the First Three Years—Teachers' Monographs. (Oct.—Nov. 1914.)

Beasts of Burden (First Grade)

Bertha A. Yearick, West Hoboken, N. J.

Situation

In February we talked and studied about the Eskimo, and the Eskimo's dogs, how they worked for him, how the Eskimo cares for his dogs and similar topics. One child made the remark that the dog

works for the Eskimo as the horse works for us. This opened the way for our project. I asked the children if they could think of any other animals that work as the dog does for the Eskimo and the horse for us. One little boy said "the camel works where the sand is" and another followed with "the cow worked in olden times." We explained that the cow that took the place of a horse was called an ox. We talked about the camel, how he worked, and where. This gave us as a beginning four beasts of burden, namely; horse, dog, camel and ox. I asked the children if they would like to learn more about these animals. We decided that we would like to learn all we could about these animals and find out if any other animals worked for us.

Aims

My purpose in developing this project was three fold:—

(a) To increase the child's knowledge
(b) To broaden his outlook
(c) To create an atmosphere which would tend to make the child responsive.

The pupils' purpose was to learn all they could about animals that work for man.

Planning

After we had decided that we wanted to learn all about these animals, I asked the children if they could think of some things we could do that would help us learn about these animals. Some responses were: "we could look at them," "you could tell us about them," "we could look at pictures," "we could bring pictures," "we could bring story-books," "we could play animals," "we could sing about them," etc. We planned to bring play dogs, horses and other animals, pictures, story-books or anything we could find that would help us to learn about these animals.

Activities

Toy horses began to arrive and in two days we had four and soon the number grew to seven. We decided our horses must have names so we named them. The names were printed and every day the card with the name was put with the horse. We were learning a song called "Dapple Gray." We had such names as Black Beauty, Jack, Joe and June. A dog arrived, and he was named Fido. Other

toys were: a camel, two elephants, horse whips, two horse shoes, a half dozen or so of story-books with stories or pictures of animals, an A, B, C, animal book, an A, B, C, book using words and pictures pertaining to a horse, a cow, boy's hat and suit, and some pictures.

Pictures were slow in coming in, so I collected a dozen magazines and for busy work we looked through them, selected and cut out pictures. By this time our beasts of burden had grown in number. We now had the donkey, the mule, the pony, the elephant, the goat and the reindeer, (we could not forget the reindeer for Santa uses them) added to the four formerly mentioned. We now had a large collection of pictures and the question arose what to do with them. One child suggested putting them in books, another pasting them on paper and a third suggested pasting them on card board. We decided upon the last, and gray mounting board was used. Now another question arose, how should we paste them? One child said paste them in rows—dogs in one row, etc. After some discussion we decided to have a board for each animal. The children did the pasting. I printed horse, dog, elephant, etc., and every day some child had to place the boards and names. We decided to put on our boards only pictures of horses and dogs working, so we had a surplus of dogs and horses. These we pasted on other cards and the children named them. We decided to ask a fifth year class to print these names for us and we pasted them underneath. We also numbered the pictures and used these cards to teach first, last, second, fourth, etc. We had some very interesting pictures such as; dogs helping the miners in Alaska, the Man of War with Billy Sunday, and a dog hauling his lame master, who was a newspaper boy. He had been hauled for years by his dog and his business grew to such a degree that he was able to open a store.

We reproduced and dramatized the stories "A Wise Horse" and "The Gray Pony." I printed the names of the characters on cards and put cords to them so the children could hang them around their necks. These were hung in the corner and when we dramatized the story each child found the card representing his character. Thus they learned, Old Sol, man, blacksmith, master, miller, gray pony, farmer, miners, store keeper and old woman.

We decided to make a booklet on the story "A Wise Horse." We printed "A Wise Horse" on the cover. That is, we cut the letters from squares of black paper. On the second page we put "Old Sol." For busy work we traced and cut a horse. We made letters, as we did for the cover, and put the name "Old Sol" under the horse.

On the third page we pasted, either Herring's "The Blacksmith" or Landseer's "Shoeing the Horse." As a child reproduced the story, I wrote it down and we asked the fifth grade to make copies for us. I did this after the class decided who could tell the story the best. This copy was then put in our booklet. For the next page we illustrated the story with pencil. For the last pages we drew the horse shoe and the blacksmith's tub or pail.

We looked at and talked about some of the great artists' pictures pertaining to our subject. The Perry pictures were used for this purpose. Among those used were:

"Oxen Going to Work" .....Troyon
"Horse Fair" .....Rosa Bonheur
"At the Watering Trough" .....Dagnan Bouvert
"Meditation" .....Rosa Bonheur
"On the Alert" .....Rosa Bonheur
"Saved" .....Landseer

We have stereoscopes and slides in our school so we looked at all those pertaining to our project. We found some very interesting ones and learned a great deal from them. Among them were:

Horses plowing
Belgian dog with milk cart
Camels as beasts of burden in India
Oxen threshing beans in Egypt
Donkeys plowing in China
Goats in Switzerland
Elephants hauling logs in Burma

We went to visit a blacksmith shop and talked with the blacksmith. We decided to invite the fifth grade to see our work since they had helped us. One child was selected to go upstairs and give the class a verbal invitation. The fifth year class accepted our invitation and came down.

Course of Study

We used the names of horses and animals in black-board reading. We made a chart of what the horses eat and used the words in black-board reading. The project provided for a great deal of silent reading and action in our board work. For instance the children represented animals,—one Black Beauty, another a camel, one Fido and so on. A sample lesson follows. The children read silently and played the story as they read.

Black Beauty, run to Fido.
Come to me, Dapple Gray.
Tell Jack to run away.
The camel is on the ground.
Bring an elephant to me.
I want a horse. Bring it to me.
Is it Joe? No, it is Jim.
Go away donkey. Come again.

I introduced as many sounds as possible with the stories and pictures of animals.

Number work consisted of counting horses, pictures, etc., learning first, last, taller, tallest, shorter, shortest, smaller, smallest, second, third, fourth, etc.

In language work, there were reproduction and dramatization of stories; reading of stories, conversation.

The pupils learned to love and to be kind to animals. The project as a whole was nature work, so there is no need of going into detail.

By studying the camel the children learned to know what a desert is. From the study of the dog they learned that gold is mined in Alaska. Instances of this kind came up in the study of the different animals.

Rote Songs learned were:

"Jolly Little Eskimo"
"The Blacksmith"
"Dapple Gray"
"My Pony"
"My Dog His Name is Guess."

Scale Songs:

"Shoe the Old Horse"
"I have a Little Dog at Home"

The drawing work provided was: cutting letters for booklet; illustrating story; drawing horse shoe and blacksmith tub; constructing a wagon; free hand cutting of cart.

We had the following busy work: Tracing and cutting the various animals; looking through magazines; selecting and cutting out pictures; pasting pictures on card boards; making names of animals with letter boxes.

Physical Training

Physical training exercises were: Galloping horses; high stepping horses, blacksmith hammering horse shoe; loading and unloading wagons; horses leaping the hurdle; marching elephants.

Rhythmic games were: "The Farmer in the Dell;" "Oats, peas, beans, and barley grow;" Ride a Cock Horse;" "This is the Way the Ladies Ride."

References

In the Child's World ..... Emilie Poulsson
Story Steps ..... Progressive Road to Reading
First Jungle Book ..... Kipling

Song Books

Nature Lyrics
Hollis Dann Music Course.
Neidlinger
Songs, Games and Rhymes
Rhythmic Action Dance and Play.

Comment

This project proved to be especially effective because:

(1) All subjects could be correlated so well.
(2) It gave room for plenty of action.
(3) The subject was expansive enough to keep up a lively interest.
(4) It taught the children to appreciate and to be kind to animals.

SECOND GRADE MATERIALS

Good Health (Second Grade)

Helen Clayton, McKinley School, Trenton, N. J.

Aims

My aim in having this project carried out was to establish habits of cleanliness and to promote good health in the lives of the children.

Their goal was to become cleaner, neater and therefore more valuable to society, to have good health and to be noted as the cleanest, neatest group in the school building.

Situation

My second grade class was a very untidy, careless looking class with unkept hair, dirty hands and very untidy clothing. I decided they must be clean if they were to remain in my charge, so every day I devoted the first period in the morning to inspection for neatness and cleanliness.

First I had all the boys stand in a row in the front of the room, and I began by complimenting some for good posture, some for cleanliness and so on until I had noted some outstanding feature of appearance in them all. The next day the girls in their seats were asked if they noted any improvement. Jessie said, "John has his shoes cleaner today." Elizabeth noted that all the boys had their shoe strings neatly tucked in at the top of their shoes. The boys passed to their seats and the girls took their places in the front of the room. The boys chose the different girls who showed some improvement in neatness, cleanliness or posture.

Purposing

After several mornings of this exercise I asked the boys to stand up in front and I had a girl choose the boy whom she thought would make the neatest, cleanest and most careful doctor. The boy chosen had his name placed on a blackboard as Frank Williams—Doctor. This same boy was asked to choose a girl whom he thought would make the neatest, cleanest and most careful nurse. The girl's name was placed beside the boy's name as: Jessie Pizzulo—Nurse. This exercise was a great success and the contest was sometimes quite lively as many otherwise minor details were considered by the children; even the angle of a hair ribbon or a decided part in a boy's hair would be the final winning feature.

One day I wrote this sentence on the board for a writing copy—"Keep neat and clean." I asked the children why it was necessary to be neat and clean? Clarence said, "So our work and our books won't be careless looking." James said, "When we grow up we can't get a job if we are not neat and clean." Elizabeth said, "So we can help our mothers with the dishes and dusting."

A record of the number of times teeth were cleaned was kept on a chart in a conspicuous place in the class room, and a child, in each of the six rows, having the best record in this was awarded a large tube of paste.

We practiced correct brushing of teeth, and had a demonstration on sterilizing the tooth brush. From this lesson we got the rule "Brush your teeth after each meal."

Every day after that the children made a new rule about cleanliness or good health. The rules were discussed and formed during language period and during writing period were copied in the note book. This developed great rivalry among the boys and girls as to whose rule would be chosen for copy. If we had more than one rule, both were written on the board and a vote taken for the one to be written first.

I had cut and mounted some pictures relating to cleanliness, health and proper food and one day during a picture study lesson Harry said he had a picture at home like one of mine. He brought it to school, cut and mounted it, and hung it where the children could see it.

My next step was to ask the children to look in their papers and magazines and see how many such pictures could be found. Those who said they had magazines were appointed on a committee to bring some to class. A great many pictures were obtained and during art period they were cut and mounted on craft paper. These lessons awakened a new interest in the value of pictures as a medium of expression.

After we had a great many good pictures collected and mounted I asked the class if they thought any of our health rules would be a good title for any of our pictures. It was suggested that we could make up a new rule to fit any certain picture. James and Hazel said we could print the rule with our printing outfit. During this discussion Israel said the paper was too small for so many words—the picture in question being one of a child washing her hands with soap. Then I asked the class what we could say instead of "wash your hands every day?" Israel said "Have clean hands." "Keep happy" was substituted for, "nothing gives your mind and body so much relaxation as happiness."

As a result of our effort we had twenty health rules and almost a hundred pictures. The best pictures were chosen for a large book and the class asked to have the "clean teeth" record and all the rules put into the same book.

Albert and Harry asked if they might punch the holes in the book and tie the pages together. When this was done Catherine said the book looked funny without a name. The children were asked to think of a good name and the following suggestions came as a result:—

The Clean Book
The Good Health Rule Book

Good Health Book
Clean Club Book
A Book of Good Health

We voted for our choice which was Clean Club Book.

We discussed the necessity of being clean in our homes, our school room, our places of work and our streets. The children already possessed the knowledge of germs and their deadly work.

After the discussion, the sentence "Keep neat and clean," was copied for the writing lesson. I then gave to each child a printed card, especially prepared by our school physician, on the subject of good health and cleanliness. I read this to the class and told them to take it home and hang it where they could read it every day. I told them I would ask the next morning what rule they had learned. I found that most of the children remembered a number of them and took great delight in being able to repeat them.

As most of the rules were in a negative form we spent our language period trying to change them into the positive (which I think is far better for small children.) For example one rule read, "Don't drink tea or coffee." I asked the class what children should drink? James said, "Drink milk, water and cocoa." Another rule read, "Don't think an umbrella will keep your feet dry." I asked the class what would keep their feet dry? "Rubbers," shouted the class. When should we wear our rubbers? "Wear rubbers on rainy days," was the reply from Thomas.

We now had two rules originated by the class. I asked if the children would like to try to see how many more useful rules they could make. Albert asked if we could make one every day and keep them in a book. That suggestion was exactly what I was hoping for, so I referred it to the class and they decided that they would like to keep the rules in a note book. I told them the neatest books could be exhibited to the third grade and the best readers could read theirs to our Principal when the book was finished.

Activities

That afternoon we made note books during the industrial arts period. The next morning I began to examine hands and finger nails when Frieda said, "Oh, I know a new rule. Have your hands and finger nails clean." During writing period that rule was put on the board and copied in the new note book. Informal conversation lessons preceded the making of all the health rules and the following questions and subjects were discussed:—

Why must we keep our bodies clean?
Why must food taken into the mouth be clean?
What is the value of sunshine and fresh air?
Ventilation of sleeping room and school room.
Selection of proper foods for children.
Value of milk.
The care of the teeth.

Through the kindness of Colgate & Co. each child received a trial tube of tooth paste and a reminder card. I took a "tooth brush census" and found all but six children out of a class of 35 owned tooth brushes. By the end of the week these six had brushes of their own. Then I read the story sent by Colgate Co. called "The Magic Pearls" and after giving them the reminder card sent them home with a promise to brush their teeth after each meal.

By this time the class had greatly improved in personal appearance. Several children said they no longer drank coffee, some reported they had the window opened when they went to sleep. Several children's parents had purchased rubbers for them and two children reported a gain in weight due to drinking milk.

The children do not have to be reminded now to keep clean, brush their teeth or comb their hair; for they know that the cleanest children are chosen to perform the little class room services that children like so much to perform.

On each child's desk hangs a card with the name and the words, "Clean Hands" written on it. In the morning and in the afternoon, each child with clean hands has a hole punched in the card. This is done by a child. At the end of this month there will be some reward given to the children who have had on their card a perfect score.

The children have asked to make a Safety First booklet and we have already begun it as an outgrowth of the Good Health project. They decided that safety was next in importance to good health.

Course of Study

The course of study was provided for in the following way:

Handwork—Clay moulding of kitchen sink, wash bowl and soap, bath tub, toilet and sanitary bathroom fixtures. Hats were made from paper and decorated. The words "Good Health" were printed on the front of the booklets. There was printing on craft paper, folding paper drinking cups and lunch boxes for sandwiches, and the cutting out and mounting of picture collections.

Spelling—List of words used in forming the rules. Printing of same.

Writing—Copying of rules in booklet.

Language—Informal conversation and discussions of health rules. Changing from negative to positive and correction of any mistake in English. Use of capital letter and period. Stories read from library books relating to good health.

Number—Score kept for clean teeth and finals added for awards. Counting pictures and craft paper needed to mount same Counting number of hats needed for class, number sheets of paper used in making all booklets. Original problem given by children that related to the project.

Music—Health song from Primary Plans, November, 1920.

References

Primary Plans, November, 1920

How to tell stories to children
by S. C. Bryant
Pub. by Houghton & Mifflin.

Child Life Second Reader p. 48
by E. & M. Blaisdell
Pub. by MacMillan Co.

Teachers Monograph
Pub. by Teachers Monograph Co.
Jamaica, N. Y.
March, 1916—p. 85-86.
April, 1916—p. 45 to 56.
March, 1917—p. 48.

The Cotton Industry (Grade 2A)

Hazel M. McClintock, School No. 4, West Hoboken, N. J.

Aims

Teacher's Aim:

To give the class a knowledge of how the cotton from the fields becomes cotton clothes.

Pupils' Aim:

To collect pictures and samples for making a chart.

To study cotton, from its source in the cotton fields until it reaches us as blouses, or dresses to be worn to school.

Preparation for the Project

I wrote for material from manufacturing houses; studied the cotton industries from geographies, and pamphlets, collected pictures and samples; wrote for exhibits and information from manufacturing companies and experiment stations.

First Lesson

One day during a little geography lesson on shelter, food, and clothing, I asked the following questions: "Do we wear these clothes in winter? Why? What kind of cloth is this?" The answer to the last question was "Gingham." I then asked what gingham was made from. One child answered, "From a sheep."

So here the opportunity was offered for presenting the first lesson on cotton. I showed pictures of the cotton field, and told in story form, of the planting of the cotton seed. (I had a quantity of cotton seeds to show the class.) I used descriptions and pictures of the cotton blossom up to the time when cotton is picked by the colored people. I also had some real cotton bolls for class inspection.

The children wished to plant some cotton seeds. So we planted them and wrote the date of planting, and a few facts about cotton for a language lesson. The best paper was pasted on the window box for reference. A child was appointed to attend to the watering of the seeds. In eleven days the seeds sprouted and we saw what the cotton plant looks like at first. The date upon which the plants came up was recorded as a language lesson.

Further Activities

For a drawing lesson we tried to illustrate a cotton field with negroes putting the cotton in baskets, or hoeing the cotton. Each child illustrated the phase of the story which interested him most.

For the next lesson we again examined the cotton boll and feeling of it, noticed the seeds. We talked of the use of the cotton fibre to the seeds, like the dandelion balloon and the milkweed airships. We also talked of the cotton fibre and twisted some to make long threads. We found that the threads made of twisted cotton fibre were very strong.

One member of the class had an uncle living in Atlanta, Georgia, and when he heard of the project, he sent us a big box of cotton bolls on long stems which he had picked himself in the cotton fields. When this box arrived we had a drawing lesson. The class drew the stems, leaves and calyx, then pasted on bits of cotton batting to represent the cotton bolls.

We tried to get some of the seeds out of the cotton bolls and talked about the length of time it would take to get the seeds out of even a small basket of cotton. After the class discussion of the difficulty of removing the seeds some child said "Why don't they make a machine," and then I asked a very good reader to read the story of Eli Whitney from "The Four Wonders." I had a number of pictures of the cotton gin to supplement the illustration in the book. The story of Eli Whitney was used as reproduction work and some of the children tried to draw pictures of a cotton gin.

We had a lesson in weaving as given in "Industrial and Applied Art Book II" to show the meaning of the terms "warp" and "woof." We examined clothes of members of the class and of cotton samples and handkerchiefs, under the magnifying glass to see the two directions in which the threads run. Cheese cloth shows it best. To study the mills and somewhat more of the processes involved in making cotton cloth, we spent a period in talking about the pictures collected and in looking at Visual Education stereopticon slides, numbers 14, 15, 16, 17, 117, 119, 124, 125, 286, 420, 563. The value of machinery was talked of in the making of cotton cloth. The manufacturing houses also furnished us with valuable illustrations of the mills and machinery.

We had several written lessons, just little spontaneous stories, as the work progressed. All the time the collection was growing, we collected pictures, samples, cotton, string, cotton bolls, spindles, miniature cotton bales, cotton batting and cheese cloth.

One day I asked the children how they supposed cotton was carried from the gin, way down South to the mills in the North. We spoke of boats, trucks and trains (these three topics offered opportunities for several lessons). I asked them how they supposed it was packed, whether loose or in boxes. At first they thought of bags and then I showed a miniature bale and we talked about the advantage of having the bales in the shape most commonly used. And as luck would have it one day at recess time a truck loaded with bales of cotton went right past the school. We listed reasons for using the bale.

From "Visual Education;" from the illustrations in geography and the "Four Wonders;" from the educational exhibits; from "How the World is Clothed;" and from "The Story of Cotton," we tried to get an idea of spinning. One child brought a miniature spinning wheel. These can be purchased at any novelty store. We talked of how all the spinning was done in the homes of the Pilgrims

and contrasted those times with the present. As this is a manufacturing town, most of the class understood the process from having relatives who work in some of the mills. One lesson was spent in talking of the cotton seeds which were not used in the past. We received a pamphlet from the "Southern Cotton Oil Co.," of Atlanta, which tells in detail the process of manufacturing Wesson Oil from the cotton seed.

We found that the seed is valuable as a fertilizer and that some kinds of wrapping paper are made from cotton seed. We wrote to Crane's paper factory at Florence, Massachusetts, and obtained a paper describing a visit to a paper mill and discovered that the finest quality of paper is made from cotton rags. The children brought samples, pictures and books, which they could not read, but which "tells about cotton."

The study of Negro life was the topic of two lessons. When we took up the life in the cabin, the home of the planter, and slavery, we learned that George Washington lived on a plantation and later how Abraham Lincoln freed the slaves. A final lesson was devoted to organizing the cotton chart which represented the tangible results of their first project.

Extent to Which the Project was Used as a Type

The children are now collecting materials to make a wool chart and are eagerly planning to find out all about wool and silk cloth. Sometimes I have a piece of silk goods brought to me with the remark "That isn't cotton, it's silk." We play a sense training game. The children determine by their sense of touch whether they have a piece of cotton, wool or silk. They have become quite expert in classifying the pieces. If we take up the study of silk and make silk charts the possibilities for studying Chinese, French and Italian life, are unlimited. All through the project the children have studied at home, books too hard for sight reading and read or told to the class, facts about cotton. A visit to a mill would be very profitable for the class but owing to the size and age of the children we could not get permission to go.

Educational Possibilities of the Project

A. Problem Solving.

1. How the cotton is planted: rows, distance apart, length of growing season; cultivation, climate necessary.
2. How the seeds are removed from the boll; The Cotton Gin; uses of the seeds as; fertilizer, oil, paper.

3. How cotton is transported; bales; steamships; trains; trucks.
4. How cotton is spun; the spinning wheel; the distaff.
5. How cloth is made.
6. Number of yards in a bolt of cloth.
7. List of kinds of cotton cloth.
8. List prices of cotton cloth.
9. Sizes of cotton thread, twine.
10. List of articles made of cotton. Sheets, clothes, handkerchiefs, dresses, towels, stockings, curtains, underwear, thread, twine, tape, paper, oil.
11. Copies of good designs found in cotton cloth. Also attempt to originate designs for gingham, cambric, muslin.
12. Dye. How cotton cloth is colored. We experimented to see if goods were fast color; tried to dye some cloth ourselves.

B. Social Adjustments; Committees were appointed.
1. To care for the cotton plants. 2. To select the best papers.
3. To carry on the dye experiments.

C. For covering the course of study. Reading from
"The Four Wonders"
"How the World is Clothed"
"The Story of Cotton"
"How we are Clothed"
"Industrial Studies of U. S."

Spelling.
Unlimited words from the conversations.
Children listed words they felt they needed to learn.

Language.
Poems, picture study, dramatization, oral and written reproduction. Stories of Eli Whitney.
Stories from Uncle Tom's Cabin.
Increasing vocabulary, by learning new words and their meanings, as plantation, bale, gin, warp, woof, roving, spindle.

The Story of Abraham Lincoln and Emancipation.

Music. Southern Folk Songs, as;
Dixie
Old Folks at Home
Kentucky Home
Old Black Joe

Number.

Problems about number of seeds in a boll of cotton.
Hours it will take a man to pick a bale of cotton.
Baskets of cotton one negro picks in a day.
Foot and yard, in measuring cotton cloth.
If a foot cost 12c, how much will a yard cost? etc.

Handwork and Drawing.

The sand table showing the plantation.
The cotton boll (drawing).
People picking cotton (drawing).
The doll house towels (weaving).
Making a spinning wheel of cardboard.

List of most valuable references used:

The Four Wonders,	Rand McNalley,	Chicago
How the World is Clothed,	F. G. Carpenter,	Amer. Book Co.
The Story of Cotton,	Rand McNalley,	Chicago
How We Are Clothed,	MacMillan,	New York
Indust. Stories of W.S.,	N. B. Allen,	Boston
Textiles,	D. Appleton Co.,	New York

Southern Cotton Oil Trading Co., Amoskeag Manufacturing Co.,
Equitable Bldg., Manchester, N. H.
120 Broadway,
New York City.

Cheney Silk Co., Corticelli Silk Co.,
South Manchester, Conn. Florence, Mass.

The Second School Year, Shepard, Norwell,
V. S. Latta, Cedar Falls, Iowa. Boston, Mass.

Department of Agriculture, Board of Trade,
Washington, D. C. Any City in the cotton region.

The Good Citizenship Club (Second Grade)

Lillian E. Walls, School No. 2. Linden, New Jersey.

Situation

Near the end of October it is my habit to "take account of stock," so to speak,—by thinking over, just what discoveries I have made, in the first two months of the term. By that I mean, first, what are the big problems that must be faced; and second, how can I best meet the most urgent needs of the pupils?

Shall I tell you about the situation in my class, at the beginning of November? I had 46 children on the roll, and the majority of

that number were sluggish, indifferent toward their work, careless in their habits, and very slovenly in matters of personal neatness or cleanliness.

During the month of November, I tried in many ways to arouse their interest, and to develop a class spirit based on the ideals of truth, fair play, patriotism, etc., but it was uphill work; and I quickly came to the conclusion that the whole trouble lay in the fact, that while the "need" was not only "felt" by me, but seemed to be a very self evident fact indeed,—still the children themselves were entirely unimpressed, and had no desire to "wake up" and be different. Something had to be done, and quickly.

Purpose of the Project

The purpose of the project was of course, to meet the needs of the class; to provide a motive, or to create a desire, in the pupils' minds, to be better citizens, through the formation of right habits.

Teacher's Preparation

My preparation consisted, mainly, of making plans for a definite course in citizenship suitable for the children of that grade. In this I was helped greatly by a careful reading over of "A Course in Citizenship and Patriotism." (Houghten Mifflin Co., Publishers.)

Activities Involved

A. Fifteen minutes each day were given to definite, but informal discussions on the following topics:

1. Kindness to persons and animals.
2. Helpfulness.
3. Politeness.
4. Neatness.
   (a) Personal cleanliness.
   (b) Care of books, desks, and materials used.
   (c) Pride in the care of the class-room, and school building, etc.
5. Gratitude.
6. Generosity.
7. Fair Play.
8. Patriotism.
9. Truthfulness.
10. Honesty and its rewards.
11. Obedience.

B. The Cleanliness Contest.

Knowing that the instinct of rivalry often accomplishes wonders, when properly guided, my next step was to inaugurate a "cleanliness contest." The contest was to run for one month. Each day the children who cared to enter the contest received a certain number of stars, according to the degree of cleanliness to which they measured up.

They received:

1. One star for neatly brushed hair.
2. Another if hands, face, and teeth were clean.
3. Another for polishing shoes, and wearing clean clothing.

At the end of the month each child's record was totaled, and the one having the highest number of stars, won a prize.

C. The Club Formed.

1. By way of introduction we discussed the meaning of "citizens" and "citizenship." I suggested forming a club and the class eagerly approved.

2. It was decided that if we were to have a club we must have laws to govern its membership. The children made their own laws after we had discussed: "What characteristics should a good citizen have?"

A Good Citizen
Must love his country and its flag.
Must be honest, and prompt.
Must be clean and neat.
Must obey orders, and be polite.
Must be kind, and helpful.
Must do his best, in all his work.

These laws were put on the board so that the class would not forget the standards by which they were to be judged before they could enter the club.

3. Election of members.

Before any pupil could become a member of the club, his name had to be brought up for the class to vote upon. If the class voted him "A Good Citizen"—he became a member; if some doubt was expressed, the further voting was postponed for another week, during which time, he was under the observation of his classmates.

4. A regular meeting of the club was held every Friday morning for twenty minutes. The teacher called a special meeting at any time if it seemed advisable.

5. The Club Badge.

The members of the club decided to adopt badges of red, white,

and blue ribbon as the insignia of membership. The badges were given out at the first meeting in each month.

6. The members elected a president, who held his office for one month; it was his duty to see that the members lived up to the laws of the club. If one failed in this, he brought his name before the club at the next meeting and the members decided whether or not he must have his name taken from the list of Good Citizens.

7. If the class voted to remove his name from the list, he was expelled from the club for the period of one month. If during that time the offense was not repeated, he might be brought back again provided the class was unanimous in its voting.

D. Definite socialized activities for club members.

I. All monitors chosen from list of club members.

1. Pencil monitor
2. Paper monitor
3. Cloak-room monitor
4. Lunch room monitors
5. Line monitors
6. Black-board monitors
7. Window monitor
8. Door monitors (in case of fire drills)

The Problem of Tardiness

The club members decided that if anyone who had been admitted to the club, should be guilty of tardiness, his first offense should be punished by the loss of his club badge. In case of repeated tardiness, the pupil should be voted out of the club.

The motto: "Everybody on time, everyday," was adopted as the club motto for the month of February.

The Problem of Attendance

If any child was absent for more than two consecutive days, one of the "good citizens" was appointed to stop at the home and inquire for the absent friend. If the child was sick, the matter was reported to the teacher, and a message of friendship and good wishes was sent back from the other club members.

Results

So far, the noticeable results have been many; too many to write down all of them. The important ones are:

1. A great improvement in the personal appearance of the class as a whole; due, of course to the effort to be neat and clean.

2. A very remarkable improvement in the manners of certain individuals.

3. A noticeable pride in the care of the class-room.

4. A decided decrease in the tendency to take the personal property of others.

5. A much better attitude toward the class-room work in general.

6. A very decided drop in the number of tardy cases.

7. Less trouble with attendance.

A Chicken Farm (Second Grade)

Marian T. Patten, Lincoln School, Roselle Park, N. J.

Aims

Since I was to make some attempt at project teaching, my chief aim was to have a project of *beauty*. And, being very fond of animals, I could think of nothing that would be prettier or more attractive than little, yellow chickens running around in the green grass.

The pupils' aim was to build a chicken farm on the sand table.

Planning

The pupils decided that we would need a house, a barn, six or eight chicken-coops, about sixty or seventy little chickens, six or eight mother hens, and six or eight roosters. They thought that it would also be well to have at least, one horse, a cow, a dog and his kennel, a cat, one or two pigs and their pen, and a pig-house. They felt that it would be well to make the dog's kennel and the chicken-coops out of oak-tag paper; and all of the other buildings, out of wood. They wanted to make the animals out of clay, so that they could be painted different colors, as they could not be if made out of plasticine.

Activities

The trees were made from oak-tag paper. One boy volunteered to make the house; another, the barn. Whatever was to be made out of wood, had to be made at home, as we have no manual training work in the lower grades. The boys' fathers helped them, more or less, in making the wooden buildings. The house and pig-house were made out of cigar-boxes. Over the entrance of the barn, was a small door, where the farmer pitched in hay.

Another boy brought a hen-house to school one day; but the class decided that it was twice too high. So it had to be changed. It was a long, low house, about 12½ by 2½ by 2½ inches, with a flat roof, and had a piece of glass across the front. It had a door on one end.

One boy made the pig-house, and we put together the sides of a cigar box for a pig-pen.

One day in school, every pupil started a small chicken-coop. Then the best ones were selected and finished.

The thing that took the most time, was the modelling of the little chicks, the mother hens, and the roosters, in addition to the cat, dog, horse, cow, and pigs. The children were so interested in the little chickens that they were anxious to stay after school and help make them. At a hard-ware store, I bought six spools of bronze wire and got our janitor to make the chickens feet. With a pair of pliers, he cut off two pieces of wire, about three inches long, put the ends together (bending the wire in the middle), twisted them together to make the legs, and then separated them again to make the toes. For the mother hens, the legs had to be made a little larger, by twisting in an extra piece of wire, which was not long enough to show as toes. For the roosters, an extra piece of wire was twisted in, which formed the spur for fighting. For a model in making the baby chicks, we had two baby chicks, which one of the boys bought, made of white cotton, poorly constructed. We had the idea of proportion in mind all of the time; but to make everything just the size that it ought to be, was next to impossible. For the comb and the wattles of the mother hens and the roosters, red paper was used. For the roosters' tail-feathers, we stuck in some short, white, fluffy, hen's feathers. The hens and roosters were left white, but the baby chicks painted light yellow.

For the cats' whiskers, we could think of nothing better than some hair from a horse's tail. So I asked a man, who lives very near school, if he would give me a little hair from his horse's tail, and explained what I wanted it for. He very kindly gave me enough for fifty cats.

Several things were brought by different pupils, but we decided that they were too large and we had better not use them. One was a wagon, and another was the image of a woman.

The children brought pennies, with which to buy things for the sand table. We bought a celluloid horse, cow, and a bull-dog; also, a tiny one horse, two-wheeled wagon, with a man driving it.

Later, we made a little book, into which we put a simple story, which had been composed in the class, and twenty of the hardest words in the story, which we had learned to spell. The pupils are very fond of drawing, and wanted to draw a couple of pictures for their booklet. I had given them some problems in connection with the sand table, and those were put into the booklet.

We also learned a new song, which they liked very much.

Course of Study

The course of study was provided for as follows—

Language—A story about the farmer.

Arithmetic—Problems about chickens.

Spelling—Words taken from the story.

Reading—Pupils read the story.

Writing—The language, arithmetic, and spelling words were written in the book.

Music—Song, entitled "Feeding the Flock."

Drawing—The cover of the booklet, and a drawing or two, inside.

Physical training—Called and fed the chickens, using appropriate gestures.

References

Progressive Music Series, Book I, (Silver, Burdett & Co.), p. 73.

Progressive Road to Reading, Book II, (Silver, Burdett & Co.), p. 77.

The Hat Shop (Second Grade)

Julia A. Mulheron, Grant School, Trenton, N. J.

Purposing

As spring approached, store windows followed Mother Natures' lead in colors. Dressed in attractive ways they invited attention to goods displayed. Particularly delightful were the hats. Their variety of form and coloring seemed to rival Mother Nature and their artistic qualities excited admiration.

What more natural than that the activity of buying a spring hat should be repeated in a school project.

Mother would buy a new hat for daughter. Daughter would provide one for dolly. But, where was dolly's hat shop to be found?

"Why not build one," a boy suggested. Could they do it? Certainly! Youth in the second grade can do anything. Thus, "The Hat Shop" started.

Planning

Questions were asked and needs discussed. What was needed? A store properly furnished, hats made and trimmed, advertisements to attract customers, customers to buy, clerks to sell, boxes and bags to protect the purchases and money for purchases.

Provision for Course of Study

Would the carrying out of an activity of this kind provide for the course of study was the next question the teacher wished to answer.

Making the store and the articles necessary to equip it, supplied the industrial and fine arts.

Advertisements in the form of posters sent to each room in the building, gave words for spelling. Arranging the words in expressive groupings, gave point to the language lesson.

A letter copied from the board was also sent to each room. It asked that the poster be hung. Thought and words were supplied by the children. The teacher placed them in letter form on the board. As the words were all within the ability of second grade children, reading received its quota. This also took care of writing.

Arithmetic was used in buying and selling. The relative values of United States money were learned as the money was made and used.

Needless to say the term geography was not used, but, geographical concepts were gained when the shops were visited and located and their direction from school given. Streets crossed to and fro, whether walking or on a trolley also came in for consideration. Public buildings passed were noted.

Activities

From a store in the neighborhood we obtained a corrugated paper case such as cereals are packed in. It was 18″x18″x24″. This was the shop.

The lining was a deep cream and suited us for our walls. A dark brown band about one-half inch wide was pasted on the side walls about three inches from the ceiling. This was the molding.

As the shop was supposed to stand on a lot with a small grass

plot around it, two windows were cut in each long side. Plain net curtains hemmed top and bottom, gathered on a string were fastened with thumb tacks over the windows. Paper cut in scallops was pasted above to represent the silk scalloped curtains seen in store windows.

In a fine arts lesson, rugs were made from brown and gray paper with borders made with colored crayon. Each child made one. Two square ones were selected as most suitable for the shop. Pleasing contrasts and harmonies in colors were discussed in this connection.

Mirrors are a feature in a real shop. We therefore provided a framed one 6"x9" for the rear wall, vanity mirrors between the windows and placed hand mirrors belonging to doll sets on the counters. This seemed enough to satisfy even the vainest dolly.

Standards were made of clay to hold the hats. When dry they were put on counters which had been made from boxes covered with brown paper. Some stood before the windows. An Easter Lily in a flower pot was placed in front of the large mirror as a decoration. "The Hat Shop" was then declared ready for the hats.

A visit to shop windows showed designs for spring hats based on reversed flower pots and gave ideas for trimming. The flower pot turned upside down was therefore taken as a model for the first venture in millinery.

First we traced a circle on heavy paper. Inside this circle we traced a smaller circle. We made short cuts from the circumference of the outer circle toward the inner. These at right angles to the circle were pasted to a straight piece of paper, slightly larger than the circumference of the inner circle. We pasted the edges of the straight pieces together, where they overlapped.

The second hat problem was the making of turbans. These were made of oval crowns and not so high as the flower pot design.

Making a hat with a brim was the next step. Having successfully placed circles and ovals as crowns, the brim offered but little extra difficulty and the children soon saw how to adjust it.

They first made an oval for the crown, then traced a larger oval of the same shape for the brim. The center was cut from the larger oval, taking care not to cut too close to the hole left for the crown. Clips were fastened to the crown outline. These were bent up at right angles and pasted to the band.

All hats were made of gray, white or brown paper of a stiff quality. The trimmings were made of colored tissue when soft ef-

fects were desired and heavy glazed or dull finished paper for tailored or band effects.

Short marks made by colored crayons were used to imitate stitching and for coloring flowers on the hats. One aim was to attain pleasing combinations of color.

Simplicity was the keynote in all trimming. A few experiments will show how great a variety can be obtained from the simplest elements.

Hat boxes, both round and square, were made to protect the hats. Most of these were decorated with bands or pleasing groups of lines drawn with colored crayons. Floral boxes were made for our flower trimmed hats.

The advertising posters were next finished and distributed. Hats cut from paper dolls were used by some children. Others used the plain white paper and mounted it on brown. The letters were cut from white paper. The trimming was of colored paper.

Conversation lessons in which were considered the qualities needed for a good salesman emphasized neatness, correct dress, well expressed sentences, politeness and pleasing manner and a knowledge of goods, as essentials.

All were given chances to see who came nearest to the standard. Votes decided which children were the best at selling. Three were elected to dispose of the hat stock.

We made the money used. Tracings of coins were made on tag-board and values written on them. For example, on one side of the piece representing a dime was written 10c and on the other, one dime.

Bills of $1, $2, $5 and $10 denominations were made from 2"x4" paper. On one side the value was written in script; on the other it was written as a numeral.

Change was made by the Austrian method.

On the day of the sale, each child who had signified his intention of buying a hat was given $8 in bills and $2 in change or $10 in bills. All sales were final. No exchanges were allowed.

April the sixth was a very interesting day. Formality of school seemed to have been forgotten as we played store and sold the pretty hats. Groups of children from other rooms added to the pleasure. Buyers seemed well satisfied with their purchases.

Comment

Reviewing the project from many angles, the teacher is inclined to feel that "The Hat Shop" has been a success.

It has been a purposeful activity determined upon by the children and carried by them to a successful conclusion.

The project has been so real that although the hats were made to sell, some children could not bear to part with them. A few were inclined to be disagreeable but a little story about being unselfish cleared the air and brought smiles back.

Throughout the project, the boys were just as keenly interested as the girls and showed both originality and genius in making and trimming hats and boxes. Great freedom was allowed and the project gave opportunities for the use of initiative in working out the various problems and profiting by mistakes.

The project drew upon their resources to produce results in a tangible form.

The children solved the various problems as they arose in a satisfactory manner. The definite information gained and the social training obtained were most satisfactory outcomes.

Valentine Store (Second Grade)

Elizabeth McKeag, McKinley School, Trenton, N. J.

Situation

The children in my class seemed to be slow in arithmetic and in fact did not have much interest in the subject. Therefore, in choosing a project for the month, I felt that one dealing with number would be most valuable and hence planned a "Valentine Store."

Purposing

Having had several projects this year I asked the children what they would *like* to have for this month. After having several suggestions one child suggested we make something concerning Valentine Day, in which all the children were interested. I said I thought that a good idea and told them to go home and think about what they could make.

The following morning the children suggested making valentines and having a postman deliver them to different rooms in the school as greetings from the second grade. Not seeing the store suggestion forthcoming, I asked where we could get all the valentines we wished to send. Right then a child said we could make valentines and have a store and sell them to the other children. A little girl then suggested that after we had pretended to buy our val-

entines we could invite the first grade children over to purchase. This was exactly what I wanted because here I saw opportunity for doubling the amount of number work.

Activities

We decided that if we wanted people to buy our valentines, we should have to make them as attractive as possible. In order to do this we thought we would look in the store windows for valentine ideas. Several children brought some from home to copy; others went to the library for books and pictures concerning valentines. After much discussion we decided to call our store "McKinley Store."

I asked how stores in town let people know when they had sales. Some child said they put it in the papers. Not having any paper we decided that we could put notices of our sale in the doors of our room and thereby advertise. We also decided to send to the first grade an advertisement of our big valentine sale.

In order to get some good ideas on advertisements, several children brought newspapers and magazines. We looked through these and found how many different ways there were to advertise. Then I asked different children to make up advertisements for our store. They did so and three of the best were chosen and put on the board. They were read and then a committee of four children was chosen to print these advertisements on big paper and made postors of them. Two of these posters were hung in the doors and one sent to the first grade.

In order to have our valentines taken to the other rooms, we decided that we would need a mail man. At this point we took up the study of the mail man's duties. I asked the children to find out how he becomes a mailman, whom he works for, who pays him, etc. The children either looked in books for this information or else asked their parents or older brothers and sisters. We also found out how much it costs to send mail all over the United States, to Italy, England, France, and other foreign countries. The children volunteered this information because many of their parents came from these countries and send and receive mail from them.

In selecting the mail man from the children in our room we kept in mind the fact that he would have to be able to read the addresses on the envelopes and to know where the different rooms were. When several children who could do this were found, two were selected by vote. Caps and bags, as well as a mail box, were made for these children. They then delivered the valentines to the rooms.

Many valentines of all descriptions were made. The children made up verses and jingles which were put on the blackboard and later copied in the inside of the valentines by the children. Then we placed the prices on these valentines. The best ones were marked anywhere from ten to fifteen cents while others not so good were marked from five to ten cents. Of course the poorer ones were not used at all. I wanted them marked as above, to test their number facts through fifteen.

We made a counter from the umbrella stand, covered with burlap, having valentines pinned to the latter as well as spread on the top of the counter so as to display all of our stock at one time. We next had to choose our storekeeper. I asked what kind of a child we would need. The children said one who knew his examples well enough to make change. Of course, all wanted to be storekeeper but finally the children agreed on a boy who really was good in his number.

Each child was given some paper money which we had made. Some were given ten and some fifteen cents. They were given different amounts because some child said that real people don't all have the same amount to spend. Another reason was that I wished a test of the number facts through fifteen.

Then the children, three or four at a time went up to buy. They were all sure to get their correct change as the storekeeper counted it out to each individual. A new storekeeper was chosen (simply to give another child a turn) and then the first grade children came to buy. They, too, made sure of their change.

Course of Study

This project covered practically all of the subjects in the curriculum as follows: Number; The children determined approximately the number of valentines to be made, and marked the prices on them. They measured the mail man's cap and bag, also the post box. They had to know how much money to give the storekeeper and how much change to receive.

Spelling: the words used on the posters were learned, also those used in the verses and rhymes written in the valentines as well as words used in addresses on the envelopes, other words like, mail, cap, bag and post, were learned.

Language: the conversation about our store and its needs, also about the mail man and his duties were lessons in language. The making up of rhymes and jingles to put in the valentines furnished

more of this work. Stories about our work, why we celebrate Valentine Day, "Philip's Valentine," etc., were also told.

Reading; the posters made, the rhymes and jingles, the story made during language work, valentine stories from books the children brought from the library, and the names on the envelopes all furnished reading lessons.

Writing; verses and rhymes in the valentines and the names on the envelopes were used as writing lessons.

Music; We learned the song "Mr. Postman."

Industrial Arts; We made the postman's hat, bag, mail box, valentines both colored and painted, envelopes and a painted pose of the postman taking a valentine from the box.

Comment

At the close of this project, I could see a marked improvement in the number work as well as in other subjects. Pupils were more rapid and accurate. They were delighted with the buying and selling idea and asked for a Grocery Store for next month.

Gardening (Second Grade)

Minnie Mueller, Sherman School, Cranford, N. J.

Situation

One day, we happened to discuss in our second grade class the high cost of living. I had this project in mind, so I knew this was my chance to work toward it. The children were very much interested in discussing this subject, possibly since they, like all the rest of us, had heard so much about it. Then I said, "How could we help, since the cost of living is so high?" Some said, "We could eat less," or, "We could run errands." One boy said, "I could plant a garden so my mother wouldn't have to buy vegetables." This was just what I wanted. I told the children why they must eat enough, and also, that running errands probably would help, but not so very much. Then I said, "How about this suggestion to make gardens?" This undertaking was highly favored by nearly all the children. Their faces beamed. Then I asked how many could have a garden. There were only a few who could not for various reasons. One boy's yard was full of ashes, and one girl said her father intended using all the yard. I finally saw a way so all the pupils could have gardens.

Planning

Then I told them to ask their fathers and mothers just how much ground they would be allowed. They measured the ground,

and reported the results the next day. Then we began to talk about seeds for the gardens. They had various suggestions as to where to obtain them, but all were delighted when I told them they could get seeds, if they would write to their Congressman. I was able to bring in a little geography here by telling them of Washington.

Activities

They were all very much interested in writing for the seeds. We planned and wrote our letters. A little Italian girl's was sent and the seeds came in reply to it. While we were waiting for the seeds, we studied the different kinds of soils, clay, sand, and loam. The children brought various samples into the classroom. Then they found out what kind of soil was in their gardens, and reported the same. We now studied just what would help to enrich a poor soil, and what was meant by a poor soil. At this point I taught them that plants eat, and just how they assimilate their food, also, that plants must have all their food dissolved in water. We also compared a plant to a human being in regard to food, and found out why both must have it, and why plant food is much the same as ours. I also told the class how and why a fertilizer is used.

In our English work, we reproduced a story, in five parts, called "The Hidden Gold." I got this story from a Manual on Vegetables, supplied by the Department of the Interior. This story gives the information that a garden should be spaded three times. We made a booklet for this story, and cut out the picture of a basket of vegetables for the cover. Then a committee was appointed to find out how to prepare the soil for planting, and just when to plant.

We found out the purpose of seed tests, and tested radish seeds by planting them in a flower pot, and standing them near the window where they would get the warmth and air. In our English class, we told stories about this work, then wrote about it. The children watched the plants grow, and we finally discovered that plants must have warmth, air, sunlight, good soil (food), and water, to grow. One child took care of these plants. We now knew that our gardens could not be planted until the weather was warm, and the soil would crumble when hit with a spade.

I told the children to find out how the rows and paths in a garden were laid out. The next day, we worked this out on the sand table, since the flower bed on the school lawn was not ready. Two boys made stakes, and wound some heavy cord around them. In this lesson, I brought out the directions, north, east, west, and

south; and which was the better way to make the rows, north and south, or east and west, also, just why.

We also had a lesson on the various garden implements, studying the use of each. Some of the boys brought these tools to school. A paper cutting lesson followed.

Then the seeds arrived, and the children were delighted. They were all anxious to get home and plant them. I told them that I would visit all the gardens, but would come to that one first, in which the seeds came up first.

The directions for planting the seeds were given on the packages, and the children, guided by me, were able to grasp this information. When the soil in the school garden was ready, several boys and girls prepared it. Then the class went out and sat around the garden, while the seeds were planted under my supervision. An opportunity will be given later for the children to write invitations to different people to visit the school garden.

We are now going to study the things that will help and harm the plants and garden. Garden cultivation will also be taken up and demonstrated in the school garden.

After the seeds had been planted in the home gardens, we told, and wrote stories about *My Garden*, from an outline.

An exhibit of the vegetables, with invitations and posters to announce it, along with the study of a farmer's life, will end the project.

We learned that among the best friends of our gardens were the birds. In studying birds, we talked about their color, eggs, nests, songs and usefulness in gardens.

We wrote several compositions about birds. I also read and told many bird stories, and the pupils read some, too. We learned many songs, and made drawings and cut-outs of birds. In connection with this work, we took a walk early in the morning, and saw some of the birds we had studied. The children were very much interested in the birds, and we studied them, as the children described, from day to day, the birds they saw. We kept a bird chart, also.

Course of Study

We correlated this work in our music, English, drawing, and geography.

We are also going to take up the study of insects—the honeybee, bumblebee, house fly, etc.

We studied two poems, "The Flower and the Bee"—by Tennyson, and—"How Birds Learn to Sing"—by Dodge.

In hygiene, we studied disease destroyers and spreaders. The children were able to get information from their mothers on this subject.

In spelling, we studied the words as they were needed for our English work.

In history, I read the "Early Cave Men." We compared their means of getting food with ours, also, the implements used by them, and utensils used in carrying food.

In physical training, we mowed the lawn, planted seeds, flew, as birds fly, pushed wheelbarrows, and so on.

In arithmetic, we were studying addition, subtraction, and multiplication and we worked out problems with gardens and plants.

In drawing, we cut and drew birds, plants, and vegetables. We also cut out an overall boy, and are now making a kitchen.

In music, we sang the following songs:

The First Flower .....Hollis Dann, Book II
The Robin .....Hollis Dann, Book II
Spring Grasses .....Hollis Dann, Book II
The Little Seeds .....Progressive Teacher's Manual
The Naughty Tulip .....Progressive Teacher's Manual
The Woodpecker .....The New Normal Course
The Wise Bird .....Hollis Dann, II
The Bluebird .....New Education Music Book
My Garden .....Primary Melodies
The Oriole's Nest .....Progressive Teacher's Manual
Welcome May .....New Education Music Book
The Caterpillar and the Bee.....Progressive Teacher's Manual

In English we wrote the story "The Hidden Gold," "Corn," and wrote descriptions of the Oriole, Robin, and Flicker. We also had oral work along this line.

In reading we read stories that I mimeographed, also, stories that were sent from Washington. The children brought in stories, too, which they read to the class.

We would not accept any carelessly done paper or drawing. The children felt that they were responsible for bringing in information on gardens, and for having a good looking garden. They were very honest in telling just what they had done. They realized that this work would help others, and themselves. They learned that it would help them physically. They were much more interested in school work than they had been previously.

The children were all anxious to work in their gardens. Their work improved greatly as the project progressed.

References

Supplied by the U. S. S. Garden army—Dept. of the Interior.

1. Courses in School Supervised Gardening for N. E. States.
2. Manual on Flowers.
3. Manual on Vegetables.

Month by Month—Spring—Willis.
Vegetable Plant Lice—supplied by N. J. Agricultural Experiment Station.
Seed and Soil Treatment for Vegetable Diseases.
The Home Vegetable Garden—Dept. of Agriculture, New Brunswick, N. J.
Plant Food and Soil Improvement—New Jersey Agricultural Experiment Station.
Henderson's 1920 Spring Catalogue.
Henderson's Garden Guide.
Monograph on Vegetable Gardening.
Flowers, Insects, and Birds, Common to N. J.—Obtained from Library.
Bird Chart.
Story of Corn—Month by Month.
Stories of Plant Life—Boss.
Bird World—Stickney—Hoffman.
Stories of Insect Life—Wild.
Stories of Birdland—Chase.
From Flower to Seed—Newell.
How to Know the Wild Flowers—Mrs. Dana.
Fairyland of Flowers—Mara Pratt.
New Educational Reader.

Trees (Second Grade)

Hazel M. McClintock, School No. 4, West Hoboken, N. J.

Situation

At Arbor Day time I planned a short program to observe the day. In introducing the subject to the class, I first asked for some names of trees which the children knew.

After listing such trees as Maple, Cedar, Pine, Ash, Oak, and Elm, (Names of trees which had occurred in literature and reading lessons.) I asked for reasons why people have trees in lawns, and on streets and the children thought of shade, beauty and homes for the birds. One child said, "Houses are made of trees." Then others named desks, tables, chairs, and fuel. I wrote "furniture," in our list of "Uses of Trees." I asked "Where do apples grow?" and then the children gave a list of fruit trees. But this was the extent of the class knowledge of trees and their uses. Through our conversation about the trees which were familiar to the class, we concluded that trees were very necessary to people right in this country and that we ought to conserve them.

This led to listing the reasons for Arbor Day observance, and the children were very much interested in it and all those who had a tree at home decided to look it over and see if it had any "moth cocoons" on it, or any caterpillar tents or any dead branches. and we all decided to learn to know at least one tree by sight and name, and its principal uses.

The next day, a little girl brought a box of unroasted coffee beans, and said, "Miss M—, Don't these come from trees?" These were shown to the class and so we found that trees gave us other things besides houses, warmth, fruits, and shade.

Teacher's Preparation

When I saw that so much interest had been aroused, I decided to have a number of drawing lessons, and so collected all the pictures of trees that I could find, and without comment, placed them about the room. The following day, children began bringing pictures of trees and a little girl brought a picture of people taking rubber from trees, and asked, "What are the men doing with the tree?" I decided to make a project from this display of interest.

I wrote to companies who manufactured articles made of trees, such as cork and rubber, and collected pictures, samples and objects made of different products.

Purposing

The children were eager to find out more about trees and brought books, magazines, and pictures which illustrated or told stories of trees or showed things that were being taken from trees. So we decided to make a collection of "Trees and Their Uses."

We decided to allow a time each day for study or talk about

"Trees." Some days a child would read a story about a tree, as, "Cedar Trees Reward," or the story of the "Littlest Fir Tree," or "The Little Evergreen Tree That Wished for Golden Leaves."

We decided to find out how the different "things," or products are obtained from the trees and children volunteered to find:

1. How trees come to be made into houses.
2. A list of the things that are made of wood.
3. How ships are built.
4. How maple sugar comes from sap.
5. How coffee grows.
6. How rubber comes from the rubber tree and all the things that are made of rubber.
7. How cork comes from the oak. Uses of cork.
8. What part of the tree forms the Palm fan.
9. How we get spruce gum.
10. All the "tree fruits" that grow in New Jersey.
11. Other tree fruits and how they come to us.
12. Make a collection of "nuts" and a "Nut Chart."
13. Wood as a fuel. Kindling, wood, and matches.

Planning

We planned to collect pictures and information about trees. We also planned to give each child a chance to tell something about what he had found. Many children who did not at first volunteer were found to be ready on certain days to contribute something.

Activities

As materials and objects were collected, we placed them in a low flat box where we could look at them and talk about them. Then on each morning, I allowed a few minutes for "Tree Talk" and anyone who was ready took his or her specimen and holding it before the class, told them all he had found out or all he knew about it. Then it was passed around the room during a working period and each child looked at it, and examined it as long as he wished, now with better understanding than when the object rested in the box, before it had been "explained."

Other brothers and sisters became interested and helped the little ones in gathering information. I gave several drawing lessons showing the trees of different types and also trees in action, as, being blown by the wind. We also spoke of trees in groups.

"How to make the effect of a forest in a 'drawing'—was one problem."

Also many of the stories which were read offered subjects for dramatization and the one who found the story, selected the actors and planned the action of the play. "I always have the children plan and work out their own dramatizations."

The children reported seeing a boy bending a small tree and told how they had induced him to desist. This involved conversations on tact and diplomacy, but we used the words "politeness" and "good manners." Often the children made drawings illustrating a story or some phase of the project, and some tried to copy the illustrations.

1. There were many children who wished to tell about houses and so we took up the lumbering industry first—including:

1.—the camp.
2.—the steam mill.
3.—Animals in camp—horses, dogs, oxen.
4.—The men—Boss, sawyer, choppers, loggers, blacksmith.
5.—Tools used—axe, saw, wedge.
6—How the camp site looked before and after the mill came.

1. The big saw dust pile.
2. Its uses.
3. Reforestation.

We used the stereopticon slides from Visual Education. One group of children collected pictures illustrating methods of carrying lumber to market, as sleds, river, ferry-boats, ships, trucks, trains, oxen, horses, mules, and elephants.

One child showed a picture of Abraham Lincoln's log cabin and compared it with our wooden houses and explained how we get boards from logs. He had been to a saw mill so he tried to explain it, and made a little saw of cardboard.

Another group of children told of the carpenter and the tools he uses in building the house. A man was building a porch on his house near the school and we had a chance to observe his methods and his economy in lumber. Shipbuilding was also touched upon.

2. One child brought a picture of the Indians, showing the white man how to make maple syrup, and another of how the Indians discovered maple syrup. I secured samples of maple sugar for tasting.

3. In connection with coffee I gave a health talk for boys

and girls and all the children decided to give up coffee and ask for milk instead.

4. One little girl brought a book that tells the "Story of Rubber" from beginning to end. The words were too hard for her to read, but she had been told of the process, and could "tell about" the pictures. During this lesson, we examined the exhibit sent out by the Hood Rubber company and also their booklet and slides.

We made a list of things made of rubber and this list included: rubber overshoes, rubber hats, gloves, Indian rubber balls, boots, rubber bands, automobile tires, mats, elastics, erasers, etc. This list was copied for the booklet as each child had decided then to make an individual picture collection in the form of a booklet.

5. A little girl brought a square brick of cork and told the children how her aunt picked it up on a beach, and explained that it was a piece of a life-preserver from a ship.

Another girl presented a picture of men taking the cork from the trees and told of the uses of cork, naming—stoppers, life preservers, and bobbers on fish lines.

6. A little girl brought a palm leaf fan and showed pictures of the palm trees with the large fan-like leaves, and told the children of a movie in which she had seen the palm trees growing.

7. A little boy brought a stick of spruce gum as it comes from the store and as a surprise I had a piece of the gum as it comes from the tree ready to show them. I told them how I used to go hunting for spruce gum at picnics when I was a little girl.

8. There was a large collection of pictures of fruits and we talked of peach, plum, pear, and apple orchards. We solved these problems:

1. How the farmer can protect his fruit from—
   (a) frosts, by smudge fires.
   (b) birds, by nets.
   (c) insects, by spraying, pruning.
   (d) We decided that the farmer could spare a little fruit to pay the birds for the insects they kill.
2. How the fruit is picked.
3. How fruit is taken to market.

9. Children brought pictures of bananas, oranges, lemons, olives, and we talked of the health value of eating plenty of fruit.

10. We had a fine collection of nuts and learned some articles of food that are made of nuts. We learned to name nuts at sight

or by sense of touch, judging by their smoothness, size, shape, etc. and learned the meaning of those terms size, shape, rough, smooth, and how to spell them.

11. In connection with the report on wood as a fuel, we had a lesson on fire protection and the causes of many fires, and discussed such causes as playing with matches, building bonfires and the like.

12. The children had already studied a little about the desert life in contrast to the "farm project" and made a sand table showing an oasis in a desert.

We considered what would become of a country if all the trees were cut off and I told them of ex-President Roosevelt's conservation policy and each child told how they would help.

13. The following stories were contributed:

1. "Apple Seed John."
2. "Story of the Littlest Fir Tree."
3. "Cedar Tree's Reward."
4. "How the Pussy-Willows Came."
5. "The Little Tree that Wished to be Big."
6. "George Washington and the Cherry Tree."
7. "George Washington and the Apple."

All these were dramatized. In an old "Primary Education," I found a dramatization entitled "The Boy Who Hated Trees," and this became our favorite dramatization for weeks.

Course of Study

1. We correlated this with number work, by illustrating the combinations with pictures of trees and logs, and solved little problems such as this—"If one tree makes twenty boards, how many boards can I get from two trees," etc., the opportunities here were unlimited and some days I let the class give problems.
2. Supplementary reading was done before the class. We read the book "Rago and Goni," "The Tree Dweller," and also the book entitled "The Tree Dwellers," as well as silent reading in looking over the collections.
3. The pupils learned to use correctly and to spell such words as shelter, bark, bough, twig. The children made their own lists of words which they felt they needed to learn, and I chose words from their lists for the class lesson.
4. They learned to reproduce stories, and such poems as "Oh,

Maple Tree," "The Wind and the Leaves," also to use correctly such words as protection shelter, products, etc.

5. Our lessons in drawing on tree forms and trees in motion, and two blackboard illustrations of a landscape with trees and a landscape with no trees, helped to give the artist's attitude towards trees.
6. The frontispiece in "The Porter Tree Book" is full of autumn colors, showing eight different kinds of trees in their autumn dress and this was copied, by some children as individual trees and by others as an entire picture.

Comment

1. Of course the work was taken up in a very elementary way suited to the age of the pupils, but I think that this project has justified the time spent upon it by its results in the interest shown, in the collections and in the remarks made nearly every day by the children who had had some experience bearing upon the subject.
2. The effort put forth is shown by the trouble to which some children went in order to secure materials to "tell about."
3. A new attitude is shown by the way the children seem to feel the value of trees to mankind and the efforts made to preserve "one tree this year." Some of them named their trees for men about whom we had studied and admired, as George Washington, Theodore Roosevelt; and one day at recess I saw the children digging at the bark of one of the trees in the schoolyard, and found they were hunting for eggs of moths or caterpillars and found some.
4. Investigation was the keynote of our Project correlated with reading and dramatization. All of these have been effective means of education for the children.

References

1. Armstrong Cork Company, Pittsburgh, Pa.
2. Hood Rubber Company, Watertown, Mass.
3. Goodrich Rubber Tire Company, New York, N. Y.
4. Department of Agriculture, Washington, D. C.
5. Rubber a Wonder Story—By John Martin.
   Published by U. S. Rubber Co., 1790 Broadway, New York.
6. Porter Books on Trees.
   Published by Edinburg Society, Boston, Mass.

7. California Walnut Growers' Association, Los Angeles, Cal.
8. Log Cabin Products Co., St. Paul, Minnesota.
9. Milton Bradley Pencil Co., Springfield, Mass.
10. Educational Publishing Co., New York City.
11. Mishawaka Mfg. Co., Mishawaka, Ind.

And we used these slides from Visual Education:

1. Orchards, No. 44, 85, 175, 234, 237, 437, 412.
2. Oak, No. 146, 369.
3. Nuts, No. 118, 234, 551.
4. Pine, No. 98, 107, 162, 191, 224, 228, 265, 388, 407, 418, 449.
5. Peach, No. 85.
6. Maple Sugar, No. 130.
7. Logs, No. 1, 162, 215, 216, 509.
8. Deserts, No. 190, 200, 201, 209, 495, 561 to 566, 569.

THIRD GRADE MATERIALS

The Pottery Industry (Third Grade)

Mary T. Convery, Principal Columbus School, Trenton, N. J.

Situation

In filling out record cards for the office file, it was necessary for each pupil to state the occupation of his parents. Out of an enrollment of thirty-three it was found that twenty-four of the parents held some position in connection with potteries. This proved an interesting subject of discussion. "Why were so many of our brothers and fathers potters" was a gateway question to the study of this industry. The opening discussion may be summed up as follows:

The trade of a potter is a fine trade. We live in a pottery district. Most of our fathers were born in England and learned the trade there. Our brothers are learning their trade here now in the same potteries where our fathers work. We live in this ward because most of the potteries of Trenton are located here. It is necessary to use pottery in order to live in the right way. Our fathers in being potters not only serve themselves but others. We would like to visit some of these potteries where our fathers and brothers work.

Activities

The latter suggestion brought out the fact that if we visited potteries we would not know what to look for in our visit, and

that it was first necessary to study as much as we could about the industry in the class room. This led up to the specific aim of the teacher and at the same time it became a class project.

Specific Aim. To have the children discover why the pottery industry is important in Trenton.

Preparation of Teacher.

A study of different kinds of clay.
The Pottery Industry in America.
The Pottery industry in other countries.
Visit to the Trenton Art School where the pottery industry is taught.

Our Workshop and Display Room.

Visit to the State Museum to see accomplishments of the pottery industry in other countries.
Talks with pottery manufacturers in this district.
Visit to the librarian requesting her to get ready and send a set of reference books for the children's use, also any picture material she might find.

Suggestions made by children as to how they would study:

a. Learn to recognize the different kinds of clay.
b. Find out different types of potteries in our neighborhood.
c. Kinds of ware made in each pottery.
d. Importance of each kind of ware.
e. Kind of pottery most important for us to visit.
f. How shall we arrange a visit to these potteries.

As a result of the above outline, practically arranged by children, the following subject matter was developed:

Need for using clay. Using clay called manufacturing.
Kinds of clay—ball and china—found in U. S.
Sanitary—(the largest percentage of which comes from England.)
(Samples of these clays and also the subdivisions of the classes of clay were brought in by children.)

The following questions were asked by the teacher:

"Why has New Jersey so many potteries?"
"Why has Trenton so many potteries?"
"Why has the 8th ward Trenton (our location) so many potteries?"

Improvement in the old and new methods of pottery manufacture, were discussed or in other words, hand methods versus machine methods. This required reading. The librarian was instructed to be prepared with special books and pictures for this visit. A most worth while period was spent here.

The next step in procedure was the study of different types of occupation necessary in a pottery.

The following were given: moulders, turners, dressers, kiln drawer, sagger maker, glazers, decorators, and packers.

The home was again asked to assist. Children were requested to have parents write or tell of their particular work in pottery. Many written replies were sent and many specimens. This was what first prompted the children to suggest an exhibit. The teacher had had this in mind for some time. Some of the most important work of the topic was the result of information in answer to the request for information from the parents.

The mention of the packers led to a study of the distribution of the finished project. Maps were borrowed from the various class rooms and used in connection with this phase of work.

The following were some of the questions:

What becomes of the pottery manufactured?
How shipped from Trenton?
Where does the canal by the Anchor and Elite potteries lead to?
Is it cheaper to ship by water or rail?
Does Trenton become well known in other parts of our own country and in other countries through its pottery industry?

At this stage of the work pupils felt they were ready to visit potteries. Communications were sent to three manufacturers. Only two were willing that we should visit them and that with restrictions. The replies to our letters furnished some splendid material for talks on "Safety First," also the care necessary in following instructions promptly while on the visits.

Visits to Pottery—Committees were selected. The two potteries granting permission were general ware potteries. The children were shown the process from the selecting and mixing of the clay to the packing of the finished ware in the packing room. In one case it was the proud father of a pupil who had arranged to be the guide. There were only ten pupils in each group so it was necessary for them to spend some time and use great care in making the report. The remaining part of the class was divided into two further committees, the first section visiting the art school where they saw how the trade was taught in a trade school. The second section visited the state museums where they saw specimens of pottery from many parts of the world. At the time of the latter visit there was a splendid lot of wedgewood pottery on display that meant much to these English children.

The exhibition was the end of the project. We were overwhelmed with material from the flint to the finished product in all stages of completion. The other section of the third grade was studying rubber—a second neighborhood industry—so we also had an exhibition of rubber at the same time.

Course of Study

Language: Booklets were made containing important facts about the pottery industry, also accounts of their visits to a pottery or museum, were made. Letters of request, also of appreciation to parents, manufacturers and others who assisted were part of the language work during this period.

Spelling: The words of their own talking vocabulary at this time were assigned for study. There are some examples: pottery, clay, mould, presser, kiln, cup, saucer, havale, turner, bathroom, etc.

Hygiene: The discussion as to the relative value of sanitary ware versus china ware formed a most important opening for the study of hygiene. They were shown the fine equipment of the school in this line and developed therefrom a greater respect and care for the provisions made for safeguarding their health.

Art: A. They have been allowed to show their individual taste in developing their book covers. Some painted a simple design, others brought appropriate pictures and pasted them on the cover.

B. Designing. Thanks to the pottery owners we were well supplied with potters clay. Various articles were made, candle sticks, flower pots, cups, saucers, etc.

Reading: Reading from the library books, from magazines and articles sent in by parents and also from their own booklet material.

Geography: Transportation of the pottery products meant a study of geography. As mentioned before maps were used when the need arose. The children felt pretty "big" using sixth grade material.

Habits of Study

We have made provision in the aforegoing material for good study habits. There is a specific purpose in mind with well thought out questions providing for supplemental material. The organization of ideas was necessary in order to be prepared for our visit. We had to know what steps or processes of manufacture were involved in the manufacture of pottery. We had much discussion of values when we were deciding whether to visit sanitary or general ware potteries or both. There was memorizing from the beginning of the project, and also originality in their oral and written reproductions of letters of application modeling and designing. Best of all, pupils were being trained in good moral habits. They were being taught, the dignity and importance of labor and also, through their coöperation in their work, the spirit of getting along with people in the right way.

References Used

The Potters' Craft—Draw Nostrand Co., N. Y.
How to Make Pottery—Doubleday Page & Co., N. Y.
History of Clay Making Industry in U. S.—Ries & Leighton.
Dedication Book of Thos. Maddock & Sons, containing extracts presented by Dr. G. B. Gorden.
Child Labor Law.
Employers' Liability Law.

The Growth of Trenton From the Beginning to the Present Time (Third Grade)

Louise D. Titus, Hamilton School, Trenton, N. J.

Situation

This project arose in Geography from the study of Trenton. It deals with the growth of Trenton from the time the first settlers bought the land from the Indians through the time when George Washington passed through Trenton on his way to New York, to become President of the United States, up to the present time.

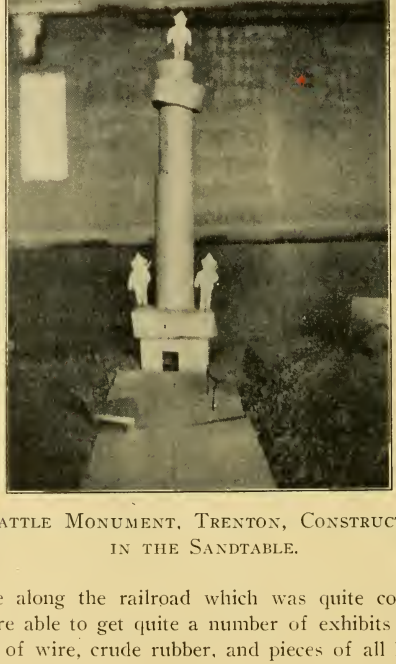
Activities

At first some children asked if they might make wigwams. The study of Indians life led to the representation of Indian homes on a table. The life of the tribes especially the Lenni Lenape tribe as they settle in groups was shown. The children had this tribe sell land to the English. (They took the Indian scene out and put the new settlers in, the scenes being changed). The girls made trees and houses and dressed dolls (cotton covered wire) to represent the settlers. The boys brought wood from home and made a log cabin. They worked at recess, noon or after school. They had discussions among themselves about the floor and how to close the cracks between the logs to make the house warm. Several books were brought with the desired information. Houses and mills were made of paper and Trenton begun.

We had in our possession a newspaper printed in 1889 and entitled, "Trenton a Century Ago." This gave us a picture of Trenton, a sketch of each building and the person who occupied it. With this fund of material the children thought they would enjoy making the picture on the table. They brought sand from the Kindergarten and blocks to put around the edge. They built the Barracks, the New Stacy Grist Mills, a hand in hand fire engine,

stage coach, Triumphal Arch with Washington riding under it, a bridge over the Assunpink Creek. Each day for many weeks they took great pleasure in planning and constructing new things and judging what had been made.

The children gave the class what their fathers told them of Trenton industries of today. The boys made Roebling's steel and wire mill, a rubber mill and pottery. They built a railroad with two tracks, wired signals, trains, freight station, trucks, etc. They



Battle Monument, Trenton, Constructed in the Sandtable.

had a scene along the railroad which was quite complete. The children were able to get quite a number of exhibits such as clay, many kinds of wire, crude rubber, and pieces of all kinds of rubber goods.

Values

This project furnised live material for about five months in the following subjects: language, reading, writing, arithmetic, speli-

ing and industrial arts. The children talked freely to one another not only in school but at home and to their friends thus developing the social habit. Books, papers, magazines were brought to the class room from which stories bearing on the subject were read and told by the children. A variety of problems in arithmetic arose while studying and working with the project.

In connection with buying the land, measuring, cost of buying raw materials, transportation, selling rubber goods and pottery, the children wrote sentences, paragraphs, and letters. Each child kept his own diary.

There were some very poor readers in the class and some of these could plan and keep some others busy making a mill or train, etc. So they were excused from the class many times after they read if they did not fail in a word. Their reading was much improved. One boy after reading very well one day said "I never liked reading before."

The habits gained through the activities of the project led to the development of social habits, coöperation and personal achievements, self-control, self reliance and thinking and doing.

A Play—Thrift (Third Grade)

Katherine C. McGarrity, Moses School, Trenton, N. J.

Aims

Teacher's Aims.—To give the children a knowledge of the real meaning and importance of Thrift.

To present this knowledge in a way that will appeal to the children, and by pleasant associations, and activity cause a permanent interest to be awakened.

Children's Aims.—To increase the number of bank depositors in our class.

Situation

The project arose during Thrift Week. As a preparation for our discussions on Thrift, the assignment for spelling for the first day of the week was the sentence: "What can *I* do to make Thrift Week mean something to me?" This was also the subject for our language period. Each child told what he or she expected to do.

We discussed the various phases of Thrift, Saving and care of money, time, clothing, food, books, etc. Benjamin Franklin and his relation to thrifty living.

Bank Day in our school came during Thrift Week and many of the children were eager, on that morning, to tell that they expected to deposit money in the afternoon. But there was still the same large number of children who had not yet opened bank accounts. When questioned, they said their parents would not permit them to open school accounts. I asked several of them just what they had said to their parents about it, and they replied that they had asked them if they could bank in the school bank. That was all they had said. I then told them I was going to be Mother and I wanted them to come and give me good reasons why they should open a school account. The whole class assisted them, when assistance was needed.

The playlet is a repetition of this language lesson so the different reasons are presented there.

The children enjoyed the lesson so much that when they were asked what our class could contribute to the school exercises of Thrift Week, they immediately suggested that we play the same lesson for the other classes. They selected the children to take the parts, picking out, as far as possible, the children who had that week persuaded their parents to let them open a bank account.

Results

As a result of this play nine children in the class opened bank accounts, the number of depositors increased from twelve to twenty-six, and the amount of money deposited increased from $6.32 to $14.54.

The play motivated the work in language, spelling, arithmetic and geography as shown in outline.

A Thrift Play

"How Harley Persuaded his Mother to Let Him Open A Bank Account."

First Scene. At Home.

Mother.—"Harley, isn't it time you were going to school?"

Harley.—"Oh, Mother, I almost forgot. This is bank day. May I open a bank account?"

Mother.—"No, Harley, not today."

Harley.—"Ah, why not?"

Mother.—"I wish you wouldn't bother me. Can't you see I'm busy."

Harley.—"Well, I want to start one."

Mother.—"Will you go to school today?"

Harley—"(Whining). I want to bank today. Won't you let me? It only takes a nickel."

Mother.—"I said—*No.*"

Harley (goes out grumbling) "I don't see why I can't start a bank account."

Second Scene. At School on Bank Day.

Teacher.—"This is bank day and this is *Thrift Week.* I wonder if we have talked enough about thrift to have everyone know how important it is for us to learn to save. How many children expect to bank to-day?"

(All the class stand except Harley.)

Teacher.—"That is fine. I am glad to see Alice standing."

Alice.—"I just told my mother the one thing I wanted to do to make Thrift Week mean something to me was to start a bank account. She said I might take the twenty cents I have saved. So I start this afternoon."

Teacher.—"Splendid, Alice. All the class but Harley. What is the trouble Harley? Have you asked your mother?"

Harley.—"Yes, I asked her, but she said 'No.'"

Teacher.—"Are you sure you asked her in the right way?"

Harley.—"I kept on asking her, and she kept on saying 'No.'"

Edward.—"So did my mother say no, Miss Cook, until I told her how many children in our school have bank accounts, that Miss Carter's class is 100%; that Mrs. Miller's class has 36 children that bank; Miss Furlongs 34; Miss Binder's 41; our class 26; Miss Pursells 16; the Kindergarten 34; and that, in the whole school, there are 223 children that have bank accounts. My mother said she certainly wanted me to be one of that number."

Teacher.—"That was a fine thing to tell her, Edward. Marion, did you have much trouble to start an account?"

Marion.—"I had a hard time to start a school account, because I already had an account up town, but my mother usually saved that money for me. I told her I wanted to do the saving and banking myself, so she consented. Now, I feel like a real grown up, saving my money, and taking it to the bank."

Teacher.—"A fine idea, Marion. Did you wish to say something Mildred?"

Mildred.—"Perhaps if Harley had saved his money as Joe did,

his mother would let him bank it. Joe's grandmother gives him a penny every time he gets E on his paper. He had eight of these pennies last bank day, and has several saved for this bank day. Have you saved any, Harley?"

Harley.—"Yes, I have fifteen cents."

Teacher.—"Albert, can you help Harley?"

Albert.—"Tell your mother that if you put your money in the bank you will get 3% interest on it. If you put it in the bank at home, you will just have what you put in. Don't you remember that sentence we learned from the Peter Rabbit Story. The best kind of Thrift is saving a thing and then putting it where it will increase. That is an investment. When you put your money in the bank it keeps on growing. Try that on your Mother, Harley."

Teacher.—"Suppose you tell your mother some of these things at noon, Harley, and let us hear about it this afternoon—class dismissed."

Third Scene.—At Home.—Bank Day of Thrift Week.

Mother.—"It is time for Harley to be home."

Enter Harley.

Harley.—"Hello, Mother, how are you?"

Mother.—"Hello, Harley, did you do well in school this morning?"

Harley.—"Yes. Are you very busy, Mother?"

Mother.—"I am always busy, Harley."

Harley.—"Will you please sit down here for a moment, Mother, I want to talk to you. You know this is Thrift Week. I want to give you a few good reasons for wanting to open a bank account.

First.—There are 223 children in our school that have bank accounts. Isn't that fine, Mother?"

Mother.—"Yes, indeed, it is."

Harley.—"Second—Several of the children save their own money to bank. I have saved fifteen cents and I want to bank it. Don't you see Mother, it will help me to save."

Mother.—"I have always wanted you to save, Harley."

Harley.—"Third—If I put my money in the bank I will get three per cent. interest on it.—You remember that sentence I learned, the best kind of Thrift is saving a thing and then putting it where it will increase. That is what I want to do. Aren't they some good reasons?"

Mother.—"Yes, they are good reasons, Harley. You take that fifteen cents and open a bank account, and I will help you whenever

I can. I hope you will try to remember the spelling lesson you had today. It is not what you make, it is not what you spend, it is what you *save* that counts in the end."

Harley.—"Oh, I will remember that. I had every word correct." (Repeats it.)

Exit Harley, smiling.—"Won't the children be glad when they hear I am going to start a bank account."

The Red Creek Ranch (Third Grade)

Anna M. Tyrrell, Girard School, Trenton, N. J.

Situation

In an endeavor to improve the health of the class much time has been spent in choosing foods which will develop the children into healthy individuals. The pupils discussed various articles of food which were valuable to the body and various members of the class expressed a desire to aid in some way to help raise health producing foods. This question was presented to the class: "If you had some money and wished to help supply the world with food, which food would you select?"

The children chose various foods, potatoes, corn, meat, etc. We decided we could use only one at a time so the class decided on the meat raising industry. Why is meat valuable as food? The pupils learned that it builds muscle and tissue and produces blood. They also said that meat was very expensive and that if more people raised cattle perhaps the high cost of living might be somewhat reduced.

Activities

For an assignment, I asked the pupils to find out what was necessary in order to raise cattle. They learned that every farmer raises a few heads of cattle but if they wished to raise vast herds of cattle, they must have a ranch. There was open discussion on what was necessary in order for us to have a ranch. I asked them what we should call the ranch. After many suggested names, they chose "Red Creek Ranch."

As an assignment, I asked the pupils where they would locate their ranch and why they would make such a selection. They came in the following day saying that Texas was a good place to raise cattle and also that there was a section of the United States devoted to cattle raising. Why is this section devoted to cattle raising?

The pupils learned that this section was a grassy plain also called prairies. They said that since there was an abundance of grass it would furnish splendid opportunity for the grazing of cattle.

The problem arose: Why could not wheat or some other food crop be raised in the prairie region instead of simply raising grass? The pupils discovered that the rainfall in this section of the country is scanty, and therefore not enough to raise crops of food. In this way, the pupils were becoming acquainted with the geographical features and climate in sections of our country.

Without having dealt with maps heretofore, the pupils, when presented with problems, brought maps of the United States and chose their sections, showing the location of the same. These pupils immediately aroused the interest of others who asked for school text books. I allowed the pupils to have geography books and it was interesting to see how quickly they learned map reading and how readily they located our cattle raising sections. They solved the problem of rainfall by saying that the scanty rainfall was probably due to the fact that the prairie region was quite removed from large bodies of water.

After deciding on this section for our industry, we wrote to the Omaha Chamber of Commerce for information. We received a pamphlet on the raising of cattle also some valuable books and pictures from the Public Library.

We set to work. The pupils formed themselves into an association. They elected four owners. These owners offered positions to cowboys and maids on the ranch. The pupils wrote applications to the owners applying for the situations. The owners interviewed the applicants and questioned them regarding their duties. This required owners and applicants alike to familiarize themselves with the work of cowboys and maids. They became familiar with the meaning of "Round Up," "Branding of Cattle," etc., as all were anxious to be accepted as workmen. It was interesting to watch the pupils seeking their information from books, magazines, and pictures. Posters were made of pictures taken from magazines brought in by pupils.

At the suggestion of the owners, the helpers were now set to work. Some were assigned to making homes for the help and for the owners. Some made stables for the cattle, others made fattening pens, etc. The project gave splendid opportunity for industrial work. The owners supervised the work judging the sizes of the homes compared with stables, etc. Their ranch was set in minia-

ture on the work table. The maids also assisted in the construction work.

The workers on the ranch wrote stories to their friends in the East discussing various phases of the work as "My Cattle Ranch," "How I Brand the Cattle," "My Duties As a Cowboy," "My Duties As a Maid," "My Trip to Chicago," "The Round Up."

The cattle were now raised. What would they do with them? The owners discussed the matter with the help. They decided to sell the cattle. Where could they sell them? This was an assignment.

They reported that Chicago was the greatest meat market in the world, so why could they not send them there? How can we send them to Chicago? This developed the topic of transportation. They decided to ship the cattle by auto truck to the railroad station and from there to Chicago by rail.

During construction period, the pupils made auto trucks and box cars in which to ship the cattle. Would it be advisable to send the cattle off alone? Why not?

The pupils learned that some might die for want of care. They learned of the Society for Prevention of Cruelty to Animals. They learned that a carload of cattle must have a man to accompany it in order to feed and water the cattle, also to help the cattle to their feet in case they should fall. They learned that every eight hours the cattle car must be sidetracked to allow the cattle to have a chance for exercise.

The cattle have now arrived at the Union Stock Yards in Chicago. The pupils learned that this place is a world in itself. The pupils traced the routes to follow and decided upon the shortest one. They figured the cost of shipment from the ranch to Chicago. One boy said, "No wonder it costs so much to buy meat. The owner has to pay helpers and also transport cattle and guards."

What shall we do with the meat in Chicago? The pupils read from their books that the cattle are sold at auction to the highest bidder. Some pupils became buyers, and the class held a real auction. The arithmetic was motivated in the buying and selling of the cattle. Pupils who seemingly had no interest in "borrowing" in subtraction were now taking a keen interest in making change. The use of United States money in all processes became real to pupils. The long division process was developed for there was a vital need for it. The problems were real, e. g. If cows are sold at $70 a head, how much will 536 cows cost?

If cows are $95 a head, how many can you buy for $937?

If sheep cost $86.35 and the buyer gives you a check for $100, how much change will you give him?

Course of Study

All the subjects of the curriculum were motivated by this project. I have already spoken of the geography, language and arithmetic. The spelling necessarily entered into it, since the pupils could not write stories unless they learned to spell the new words.

A fresh impetus was given to the writing as only those papers which were neat and eligible were acceptable.

Industrial arts held a prominent place in the project and painstaking efforts were displayed on the table in building their ranch.

References

Carpenter's Geographical Reader
How the World is Fed
How We Are Fed
Foods and Their Uses
Library of Work and Play
Resources and Industries of U. S.
Land in Which We Live
Country Gentleman
Library Pictures
Omaha Pamphlet on Cattle Raising

Indian Life in Colonial Days (Third Grade)

Isabelle Mulford, Lincoln School, Kearny, N. J.

Aims

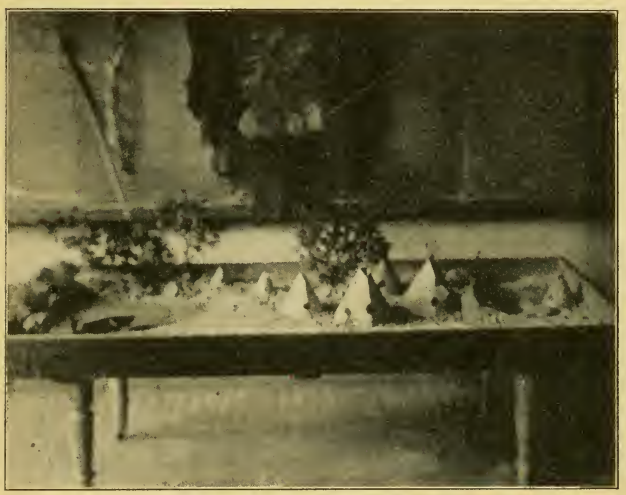
The teacher's aim was: To lead the children to obtain a clear mental picture of Indian life in colonial days, and to compare their mode of living with our own, and with the Indian life of today. The pupils' aim was: To learn about Indian life, and to be able to give expression to this knowledge in speaking, in writing and by illustrations with art materials.

Preparation for teaching this Project

1. Thoroughly mastering our own course of study.
2. Collecting books and pictures on the subject.
3. Getting myself enthused by reading.
4. Outlining the work that I might be ready to bring a logical order out of the children's plans and suggestions.
5. Collecting art models and materials.
6. Conferring with the art supervisors.

The art course of study is arranged around centers of interest found in the language, geography, and history outlines. Indian Life is a third grade center. As the time approached for the beginning of that work, I selected stories in our readers to arouse interest in Indian life. The natural effect was that the children wanted to know more about Indians. Some of the questions asked by both teacher and children in getting the project started and in relating it to all branches of school work were somewhat as follows:

"May we read more about Indians?" "Where can we find things to read?" (Class library, public library, home, current maga-



Indian Village on the Sand Table.

zines and newspapers.) "What else can we find to help us see how Indians lived?" (Pictures.) "Where can we find them?" (Home, class-room books, public library, magazines and newspapers.) "Who will collect this material?" "What do we want to know about Indians?"

The pupils made suggestions that formed the bases of the outline used.

As the reading and discussion proceeded, the children's ques-

tions led into other lines of work. "May we make wigwams, canoes, bowls, Indians in costume, rugs, pictures of Indian life?" "How shall we make them?"

"What materials will be best suited to each?"

So the art work was suggested and planned by the teacher and class. It not only conformed with the requirements of the outline in art but added a number of special problems.

Various Lines of Advance Toward the Goal

a. Reading:

Complete sets of books (one for each pupil) were used for reading and all the stories about Indian life were read silently, and discussed by the pupils, who questioned each other. Then the selection was read orally.

Books used were:

"Myths of the Red Children," by Gilbert L. Wilson. Selections from: New Barnes Reader, Book Three; Riverside Reader, Book Three; Story Hour, Book Three; "Around the World with Children," by Frank G. Carpenter.

b. History, Geography, Oral Language.

The children were allowed to use the class library for seat work. It is safe to say that ninety per cent. of the pupils read all the books.

For outside reading, the class was divided into groups. A certain group read about a given topic until they were ready to tell about it and discuss it, another group pursued another topic, etc. If a pupil brought a book from home, he was allowed to read some part of it to the class as a basis for discussion in oral language. The following outline was covered.

Appearance		
Clothing	Material How constructed How sewed	Compared with our mode of living.
Homes	Materials How constructed Decorations	Compared with Indian home of today
Tools and Weapons		
Games		
Picture Writing		
General information		

Class library

Indians and Pioneers—B. E. Hazard
American Indians—Frederick Starr
Indian Primer—F. C. Cox
History Primer—Oscar Gerson
Dorcas—G. S. Snedden
Mewanee—Belle Wiley
Children of the Wigwam—Annie Chase
Around the World—Stella W. Carroll
First Lessons in American History—S. E. Forman
Child Life III—Blaisdell
Hiawatha Industrial Reader—Mary Proudfoot
Indian Legends—M. F. Washburn
Stories of the United States for Young Readers—Anna Davis

Books Brought by the Children

Indian of Today—C. A. Eastman
Indian Boyhood—C. A. Eastman
Thrilling Adventures Among the Indians—E. S. Ellis
Life Among the Iroquois Indians—Casewell
Historical Reader—Burton
Stories of American History—Florence Orville
True Stories About the Indians—E. S. Ellis
The Indian Book—W. J. Hopkins
Five Little Strangers—Julia A. Schwartz
Indian Stories—Major C. Newell

c. Written language:

The children told in writing some of the things they had learned under the topics outlined. Every child wrote something on each topic. The class was then organized to illustrate two booklets, one to be used with the written project, the other for the art supervisor. In this way several children worked on each illustration. The pupils also chose the compositions for the booklets.

d. Spelling:

Each pupil brought a list of words from which the spelling lessons were selected.

e. Music:

Songs—Wah-wah-tay-see and Uncheeva's Sleep Song.

f. Physical Training:

Indian Dance, State Monograph, Grade Five.

g. Art:

Problems worked out:

Design—Illustrated by bowls, wigwams, Indian costume, rugs, beads. Applied to—pottery, rugs, beads, head-bands, dresses.

Lettering—Book covers, posters.

Costumes—Illustrated in cut paper, costumes for dance.

Industries—Pottery, weaving, bead work.

Illustrations—Indian Sports, weapons, utensils, fishing, hunting and dress. Shown by—Poster, drawings on paper, crayon, and sand table work.

Materials and models used in art problems:

Pictures from text books (readers)
Pictures brought by the children
Pictures from magazines and newspapers
Pictures from the public library
Models from the public library
Models made at home by the children and brought to school; canoe, bow and arrow, spear, peace-pipe, doll dressed as an Indian.

Much of the work in cutting was undirected seat work, and was all free hand. After a few lessons in weaving, the children could weave independently. The Indian bowls, wigwams, Indians in costume, and the clay bowls are the results of directed class work. Most of the designs are original.

This project was used as a type to enable pupils to understand and appreciate similar undertakings:

By helping pupils to arrange their ideas in a logical order.
Leading them to use this outline in the choice of subjects for outside reading and written composition.
Teaching them to find material in books on given topics.
Constant comparison with former studies, as, Early Cave Men.

The educational possibilities of the project:

1. Constant opportunities for pupils to plan and select materials.

Free scope for original work in art.

The beginning of research work in books.

Opportunity to show that just at hand, at school, at home, in the library, pupils can find the things needed.

Working and planning in groups.

Selecting best from class work gave opportunity to judge and form standards.

2. Course of study was used in art, language, geography, history and reading, spelling, music, and physical training outlines were supplemented by the use of Indian material.

Our Bird Club (Third Grade)

Elsie E. Carlson, Primary Supervisor, Roselle Park, N. J.

Situation

This project was originated just before Bird Day. The children had been asked to contribute some recitations appropriate to Bird Day and a very interesting program was given at the chapel. At that time it was announced that children bringing ten cents could join the New Jersey Junior Audubon Society and receive the bird pictures and pamphlets. The children were extremely enthusiastic about joining and a club of thirty-two members was formed.

Activities

The giving out of the membership buttons was a very impressive sight. Each child went to the front of the room and as the teacher pinned on the button, he made a solemn promise that he would do all he could to protect and help the birds.

The suggestion of making booklets was approved by the teacher. The children folded large green drawing paper for the books and bound them with cord. The covers were very attractive. The children did their very best work for they knew they were making something they could keep. Some drew and colored bird houses, with birds flying about and some, trees with birds in them.

The next problem was to decide what the books should contain. Some suggested drawing life-sized birds and coloring them. This worked out very well indeed. Every child drew at least two birds.

A poem was brought in entitled, "Welcome, Little Robin." The children were very careful in copying the verses.

One morning a little boy announced that he had seen a robin. At once the children became interested and began to talk about the habits, food, color, and nests of birds. A language lesson on the robin followed until the children were able to write original paragraphs on some bird. These were added to the booklets.

Other birds were reported almost daily and if the children were not familiar with their names, they were permitted to look them up in the Bird Guide. In this way they learned the names of a number of birds.

Several interesting lessons on problems involving birds were given and these were also included in the books. Some of the children discovered songs about birds in their music books and the tunes and syllables were learned far more quickly because the children were especially interested.

The Burgess Bird Book was purchased by the teacher and the children asked if a chapter might be read every morning. I do not believe a more attractive bird book for children has ever been written. As the teacher read, the children would look at the pictures of the birds which were hung around the room to find the birds she was reading about. Stories were also read from the Bird Lore Magazine published by the Audubon Society.

On Friday afternoons the children were allowed to read to the class from books and it was very interesting to note that the majority selected library books.

A letter was written and sent to the Dwight Company, asking for a bird chart and a very beautiful one was received. The children were very much interested in pointing out birds with which they were familiar.

The children then decided to make a poster of their own. A tree was drawn on a large piece of cardboard and the children were permitted to paste their birds on it where they wished to have them. Some added nests. Of course, all the birds were not used and those remaining were pinned up as a border over the blackboard. Some birds from Dennison's were also added.

The teacher suggested a language game which was played as follows: A child was chosen to go to the woods or fields and describe a bird which he saw. If the children could not guess at once they were allowed to refer to the bird chart. The pupil who guessed the name of the bird was the next one to take the trip. We were greatly pleased with the accurate descriptions and the good language that was used.

The children were very enthusiastic about taking a walk to study birds. I was invited to accompany them and we stopped near the edge of a wood not far from the school building. Here we watched for a while and enjoyed seeing the different kinds of birds, some flying from tree to tree and some building their nests. This was a very profitable trip as the children had a great deal of knowledge about birds before they started, and recognized several birds. When they returned they started to keep records of birds they had seen and these were later put into the booklets.

Then an attractive spring scene was worked out on the sand table. The children brought in twigs and pieces of evergreen. On the twigs were pasted small, round pieces of pink and white tissue paper to represent blossoms. A house, flower gardens, bird and animals which the children made were added. On the blackboard, forming a back-ground for the sandtable, the teacher drew a daisy field and some trees upon which the children pasted cut-out birds and nests.

Course of Study

Practically the whole course of study for the Third Grade was used in this project: Oral and written English, conversational lessons, development of the paragraph, copying poems and original compositions. Reading by teacher and the pupils. Drawing of birds, etc. Industrial Arts. Spelling in connection with the Language work. Arithmetic; problems and drill. Music. Nature study.

Comment

The democratic spirit of coöperation among the children was very apparent. They were so interested in their work that it was a pleasure to teach them. Everything that was accomplished seemed worth while and so the children put forth extra effort in their lessons. They have assumed the responsibility of protecting the birds and helping them when it is necessary.

Perhaps the greatest value to the children was the deep interest they have taken in nature and much of the knowledge I am sure will be retained all the rest of their lives.

References

Bird Book for Children—Thorton Burgess.
Bird Chart—Dwight and Co., New York City.
Bird Guide. Birds of New Jersey—Page & Cø., Garden City, New York.
Bird Life—Frank Chapman.

LIBRARY OF CONGRESS
0 021 349 543 4